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# **THE INFLUENCE OF STUDENTS' SELF-CONFIDENCE AND MOTIVATION ON THEIR WRITING ABILITY AT SMAN 1 BENAI**

## **THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau In Partial  
Fulfillment of the Requirement for the Degree of  
Magister in English Education



**BY:**

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**SRN: 21990120731**

**POSTGRADUATE PROGRAM**

**THE STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF  
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**1442 H / 2021**



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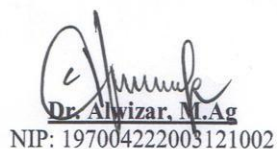
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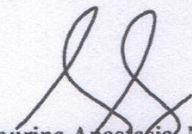
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Stated that thesis that I have entitled: "The Influence of Students' Self-Confidence and Motivation on Their Writing Ability at SMAN 1 Benai" to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska in on my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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4. Dr. Alwizar, M.Ag, Chairperson of Islamic Education Study Program, State Islamic University of Sultan Syarif Kasim Riau and all staffs for their services, advice and suggestions during the accomplishment of this work.
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Pekanbaru, June 18<sup>th</sup> 2021

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**TABLE OF CONTENTS**

<b>ACKNOWLEDGEMENTS.....</b>	<b>i</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF FIGURES .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Statement of the Problem.....	4
C. Limitation of the Problem.....	8
D. Purpose and Objective of the Study.....	9
E. Research Questions .....	9
F. Significance of the Study .....	10
G. Rationale of the Study .....	11
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>13</b>
A. The Nature of Writing .....	13
B. The Importance of Writing Skill for High School Students .....	25
C. Types of Text .....	26
D. The Concept of Analytical Exposition Text .....	33
E. The Nature of Self-Confidence .....	37
F. The Nature of Motivation.....	44
G. Related Studies .....	53
H. The Influence of Students' Self-Confidence on Their Writing Ability.....	60
I. The Influence of Motivation on Students' Writing Ability.....	61
J. The Influence of Students' Self-Confidence and Motivation on Their Writing Ability.....	62
K. The Operational Concept and Indicators .....	63
L. Assumptions and Hypotheses .....	65
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>67</b>
A. Research Design .....	67
B. Research Site.....	68
C. Population and Sample of the Research.....	68
D. Subject and Object of the Research .....	71
E. Procedures of Collecting Data.....	71
F. Pilot Study .....	72
G. Data Collection Technique .....	72
H. Reliability and Validity.....	78
I. Data Analysis Technique .....	86
<b>CHAPTER IV DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION .....</b>	<b>92</b>
A. Data Presentation and Analysis .....	92
B. Discussion .....	117

**CHAPTER V CONCLUSIONS, IMPLICATIONS, AND**



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<b>RECOMMENDATIONS.....</b>	<b>123</b>
A. Conclusions.....	123
B. Implications .....	124
C. Recommendations.....	125

**BIBLIOGRAPHY**

**APPENDICES**



UIN SUSKA RIAU



## LIST OF TABLES

Table II. 1 The Aspect of Writing.....	19
Table III. 1 Population of the Research .....	69
Table III.2 The total sample of the second year students of SMAN 1 Benai.....	70
Table III.3 Self-confidence categories .....	74
Table III.4 Classification of students' motivation.....	74
Table III.5 The scoring system of writing.....	76
Table III.6 Classification of students' score of writing ability .....	77
Table III.7 The level of ability .....	79
Table III.8 Reliability analysis of students' self-confidence.....	79
Table III.9 Reliability analysis of students' motivation .....	80
Table III.10 The validity of self-confidence .....	82
Table III.11 The validity of motivation.....	84
Table III.12 The interpretation of correlation coefficient .....	90
Table IV.1 Significant value test (X1, Y) .....	93
Table IV.2 Simple regression coefficient.....	94
Table IV. 3 The first hypothesis test results.....	94
Table IV.4 Result of students' self-confidence.....	96
Table IV.5 Descriptive statistics of students' self-confidence.....	99
Table IV. 6 Frequency of students' self-confidence .....	99
Table IV.7 Significance value test (X2, Y).....	103
Table IV. 8 Simple regression coefficient (X2, Y) .....	104
Table IV.9 The second hypothesis test results .....	104
Table IV.10 Result of students' motivation .....	105
Table IV.11 Descriptive statistics of students' motivation .....	108
Table IV. 12 Frequency of students' motivation .....	108
Table IV.13 Significance value test (X1, X2, Y).....	113
Table IV. 14 The data normality test.....	113
Table IV. 15 Multiple regression coefficients (X1, X2, Y) .....	115
Table IV. 16 The determination coefficient test results (R2).....	11

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**LIST OF FIGURES**

Figure II.1.....	64
Figure III.1 .....	68







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## ABSTRACT

Nisa Ulkhaira Erzag (2021): The Influence of Students' Self-Confidence and Motivation on Their Writing Ability at SMAN 1 Benai

This research was aimed at finding out the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai. The research was a correlational study using a quantitative method with two independent variables and one dependent variable. The subject of the research was the second year students of SMAN 1 Benai consisting of 6 classes in which each class had a different number of students. The sample was taken by using simple random sampling technique. The total population was 208 students and 53 students of this number were taken as the sample. The data were collected by using two adopted questionnaires and a writing test and were analyzed by using SPSS version 23. The result of the study showed that there was a significant correlation between students' self-confidence and their writing ability that could be seen from the results of the correlation. The significance (p-value)  $\alpha$ ,  $0.001 < 0.05$ ,  $R_{xy}$  was 0.322 which means the students' self-confidence and their writing ability had a correlation. Then, there was a significant correlation between motivation and students' writing ability that could be seen from the result, where the significance (p-value)  $\alpha$ ,  $0.001 < 0.05$ ,  $R_{xy}$  was 0.387. It means that the motivation and the students' writing ability had a correlation. Finally, there was a significant correlation between students' self-confidence, their motivation and their writing ability. It was found out that the significance (p-value)  $\alpha$ ,  $0.001 < 0.05$ ,  $R_{xy}$  was 0.729 which means that students' self-confidence, their motivation, and their writing ability had a strong correlation because  $R_{xy}$  was in the range between 0.60 and 0.799. In summary, there was a strong correlation between students' self-confidence, their motivation and their writing ability at SMAN 1 Benai.

Keywords: Correlational research, self-confidence, motivation, writing ability.

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**ABSTRAK**

Nisa Ulkhaira Erzag (2021): Pengaruh Dari Kepercayaan Diri Sisw Dan Motivasi Terhadap Kemampuan Menulis Mereka Di SMAN 1 Benai

Penelitian ini bertujuan untuk mengetahui pengaruh kepercayaan diri siswa dan motivasi terhadap kemampuan menulis mereka di SMAN 1 Benai. Penelitian ini merupakan penelitian korelasional dengan menggunakan metode kuantitatif dengan dua variabel bebas dan satu variabel terikat. Subjek penelitian ini adalah siswa kelas 2 SMAN 1 Benai yang terdiri dari 6 kelas di mana setiap kelas memiliki jumlah siswa yang berbeda. Sampel diambil dengan menggunakan teknik sampling acak sederhana . Jumlah populasi sebanyak 208 siswa dan dari jumlah tersebut diambil 53 siswa sebagai sampel. Data dikumpulkan dengan menggunakan dua angket yang diadopsi dan tes menulis dan dianalisis dengan menggunakan SPSS versi 23. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan menulis mereka yang dapat dilihat dari hasil korelasinya. Signifikansi (p-value) ,  $0,001 < 0,05$ , Rxy adalah 0,322 yang berarti kepercayaan diri siswa dan kemampuan menulis memiliki hubungan. Kemudian terdapat hubungan yang signifikan antara motivasi dengan kemampuan menulis siswa yang dapat dilihat dari hasil, dimana signifikansi (p-value) ,  $0,001 < 0,05$ , Rxy adalah 0,387. Artinya motivasi dan kemampuan menulis siswa memiliki hubungan. Akhirnya, ada hubungan yang signifikan antara kepercayaan diri siswa, motivasi mereka dan kemampuan menulis mereka. Diketahui signifikansi (p-value) ,  $0,001 < 0,05$ , Rxy adalah 0,729 yang berarti bahwa kepercayaan diri, motivasi, dan kemampuan menulis siswa memiliki hubungan yang kuat karena Rxy berada pada kisaran antara 0,60 dan 0,799. Singkatnya, ada hubungan yang kuat antara kepercayaan diri siswa, motivasi mereka dan kemampuan menulis mereka di SMAN 1 Benai.

Kata Kunci: Penelitian korelasional, kepercayaan diri, motivasi, kemampuan menulis.

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غير ارزاق)0202( : تأثير الثقة بالنفس لدى الطالب ونحيز على كفاءة كتاباتهم في المدرسة الثانوية الحكومية 2 ببيناي

مستخلص البحث: وهذا البحث يهدف إلى معرفة تأثير الثقة بالنفس لدى الطالب ونحيزهم على كفاءة كتاباتهم في المدرسة الثانوية الحكومية 1 ببيناي. وهذا البحث هو بحث ارتباطي باستخدام المنهج الكمي بمغزيرين مسئولين ومغزير تابع. وأما وموضوع البحث طالب الصف الثاني في المدرسة الثانوية الحكومية 1 ببيناي الذي تتكون من ستة نصول أُنزما كل منها امثلت عدد الطالب المنزوعة. وأخذت العينة بتقوية العينة العشوائية البسيطة. وعدد مجتمعة البحث 802 طالبا وعينه 35 طالبا من المجتمع. وجمعت البيانات باستخدام البرنامج واختار الكفاءة نحلت ببرنامج الإحصائي أس بيه أس (SPSS) (نسخة 8.5). وأشارت نتيجة البحث إلى أن هناك ارتباط بين الثقة بالنفس وكفاءة كتاباتهم التي ظهرت من نتيجة ارتباطية. وكانت جوهريّة (ب-قيمة)  $0.00 > 0.000$  عالقة بين المنغزيرين بقيمة  $0.233$  أي ثقة بنفس لدى الطالب وكفاءة كتابة الطالب لهم ارتباط.

وإذا كان هناك ارتباط معنوي بين المنغزير وكفاءة كتابة الطالب ظهر من نتيجة حيث جوهريّة (ب-قيمة)  $0.00 > 0.000$  عالقة بين المنغزيرين بقيمة  $0.283$  أي تحفيز وكفاءة كتابة الطالب لهم ارتباط. وكفاءة هذا البحث أن يوجد معنوي بين الثقة بالنفس من الطالب ونحيزهم وكفاءة كتاباتهم. والمعنوي المعروف (ب-قيمة)  $0.00 < 0.000$  وعالقة بين المنغزيرين بقيمة  $0.337$  أشار هذا الرزم إلى أن الثقة بالنفس والمنغزير وكفاءة الكتابة لها قوة الارتباط ألن بلغت عالقة بين المنغزيرين إلى حوالي  $0.00$  و  $0.377$ . والخالصة هي توجد قوة العالقة بين الثقة بالنفس لدى الطالب ونحيزهم وكفاءة كتاباتهم في المدرسة الثانوية الحكومية 0 ببيناي.

الكلمات المفتاحية : دراسة ارتباطية، تحفيز، ثقة بالنفس، كفاءة الكتابة

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

It has been recognized that among the four language skills, Writing is the skill that students should master, especially at the senior high school level. Department of National Education (Departemen Pendidikan Nasional) states that English is a foreign language that students must be able to master especially writing and speaking skills (2007, p. 11). It means that both skills should be learned by the students that suit each level. In other words, the students' knowledge and their ability in English can be known through their writing proficiency (Harmer, 2004). Hence, this skill is one of the instruments to measure the level of the students' capability. Further, writing is a medium that is used by the students to express their ideas and feelings in written texts.

Writing has general aspects that the students should recognize in order to write well. The five aspects of writing are: content, organization, vocabulary, grammar, and mechanics (Jacobs, *et. al* (1981), as cited in Ghanbari, *et. al* (2012). Content refers to the expression of the main idea; organization refers to the coherence of the content; vocabulary refers to the selection of words that are suitable with the content; grammar refers to the use of correct

grammatical forms and syntactical patterns; and the last, mechanic, which refers to the use of graphic conventions of the language.

It is the fact that most students in Indonesia in particular have some problems in writing which are clearly seen in their grammatical or linguistic competence which cause them to have low scores in writing (Caroll (1990).

Another important aspect of learning is self-confidence that plays an important role in making students able to write well. Every student must have this personality for better achievement in learning. Self-confidence is the proceeding of language learning that affects the set of psychology (Martines and Villa, 2016:24). Moreover, in the course of learning, self-confidence helps the students to be encouraged in accomplishing their responsibility. In short, belief is needed for students to face their learning problems to get success. If the students get confused and less confident, they will find difficulties in solving problems. Doqaroni (2013) argued that when the students are active in class means they may have self-confidence in learning.

Murray (2006) defines self-confidence as someone's belief in taking a chance without fearing the outcome. For example, when students in the learning process are asked by the teacher related to the material, they would be doing it for sure without considering whether it is true or false. Moreover, shyness is far from him or her.

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In teaching - learning process, self-confidence can become a reference by the teacher whether a student deserves high grades or not. Besides, Dornyei, Clement, Noel (2001;54) claim that self-confidence comes up when the students show their little anxiety in learning the language and being motivated to learn it.

In addition, the students' writing ability can also be influenced by motivation. Motivation is the basic aspect to get success in life. Narayanan (2006) states that motivation is the rationale of doing something. In other words, people do action based on a purpose. Motivation in this context is students' willingness to learn the language to communicate well either spoken or written. Thus, if the students are not well-motivated, it will be difficult for them to learn languages. It means that motivation is considered to be significant in learning the language.

Otoshi and Heffernan (2011) argued that in the instructional process, students with high-level motivation take substantial roles in it. Meanwhile, performing in the classroom will be felt complicated by those who have less motivation. In other words, less motivation in learning will affect students' achievement. They may get low scores even fail since they are not motivated. Moreover, the teacher as a facilitator in the learning process must pay attention to students in order to improve their motivation. Giving them advice and encourage them to be more motivated in learning is one of the solutions to improve their motivation.

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Based on a preliminary study conducted on February 18th, 2020 at SMAN

1 Benai. The teacher said that the students were enthusiastic in learning English, confident to learn and had motivation in learning. It can be seen from their confidence when kept on writing their ideas into the written form even they were not good in grammar. One of the ways to make the students successful in writing is when the teacher is paying attention to their socio-psychological matters (Deb, 2018). Therefore, motivation, and self-confidence in writing, are essential elements of writing for English foreign language students (Listiyani, 2021). Theoretically, self-confidence and motivation can improve student achievement in writing, but the fact was that about 65% or 135 of 208 second year students still got the lowest scores in writing.

Why did it happen? Good achievement in writing can happen with self-confidence and motivation and vice versa. Based on the explanation above, the writer was interested in conducting a study entitled "The Influence of Students' Self-Confidence and Motivation on Their Writing Ability at SMAN 1 Benai".

## **B. Statement of the Problem**

Based on the background of the problem mentioned previously and supported by phenomena, it was clear that there were great number of students who had many problems in writing. The objective of this research was to investigate the influence of students' self-confidence and motivation on their writing ability. It seemed that the students' achievement was low in writing.

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The students at SMAN 1 Benai had some difficulties in writing, such as lack of interest and lack of knowledge of grammar and vocabulary. It was difficult for them to use appropriate words and write correct sentences so that they were not able to develop main ideas in writing.

Writing is a complex process to do by students and the teacher should take attention to this to achieve the goals in learning. The problem in writing cannot be ignored while the writing itself is affected by some internal factors such as self-confidence and motivation. These two internal factors are taking the roles in learning activity since every students has his/her own personality.

In fact, many of the students were unable to express their ideas in writing because they were not sensitive to the details of events and things around them. Besides, they were unable to write words sentences correctly. It was quite hard for them because they hard less practice. Further, they were unable to use appropriate vocabulary because there are some aspects that makes vocabulary hard to learn; pronunciation, spelling, length and complexity, grammar, and meaning (Thornbury, 2002: 27-28). In addition, they were unable to use correct tenses in writing. Meanwhile, the students had low achievement in writing even though they were confident and had the motivation to write. Furthermore, Listiyani (2019) stated that if the students have more positive self-esteem, and better self-confidence, automatically, they will feel more comfortable and be motivated to write. It can be inferred that self-confidence and motivation are the keys of someone to be successful in pursuing the ability, especially in

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writing.

The above description emphasizes that self-confidence plays an important role in writing ability. It can be assumed that the students who have high confidence in writing will have good as skill. Basically, it is hard to build students' self-confidence in this kind of lively condition. Further, the success in writing can be achieved when the students are taking attention to their self-confidence. According to Brown (2000) claimed that no successful cognitive and affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and believe on your own capabilities for that activity. Meanwhile, the other thing that students should do in enhancing their writing is to keep on practicing writing. Practices have been found to have an effect on students' confidence in writing and subsequently, a learners' level of confidence can determine their choice of future career (Ruegg, 2010). In other words, students' self-confidence itself can bring a better future to the students who have attention to.

Besides, motivation has also one of the psychological matters that students must have. An English foreign language student will write easily when she or he pushes themselves to be motivated. Consequently, low motivation may affect the students' writing ability. Meanwhile, by having motivation in writing, it will be easy for the students completing the writing tasks. Dornyei (1998) stated that motivation provides the primary impetus to initiate learning and later drive force to sustain the long and often tedious learning process.



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With regard to this, writing ability can attract students in this activity when they have motivation. Therefore, without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals (Yuan-bing, 2011).

The statements above is related to the previous research that found self-confidence had a contribution to the students writing ability (Nasihah and Cahyono, 2017). Meanwhile, Ramdha (2015) have stated that students' self-confidence have an effect on their writing ability. Besides, the research was done by Üzeyir Süğümlü, Hasan Hüseyin Mutlu, Enes Çinpolat (2019) showed that the students with high writing motivation scores had high writing evaluation scores. The last, Mutiatun Nasihah and Bambang Yudi Cahyono (2017) said that there was a significant correlation between motivation and writing achievement since the null hypotheses for the correlational analyses were rejected.

Based on the problems above, some questions needed to be asked. What factors influenced students' writing ability? Why were students unable to express their ideas in writing? Why were the students unable to write words sentences correctly? Why were the students unable to use appropriate vocabulary in writing? Why were the students unable to use correct tenses in

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writing?

### C. Limitation of the Problem

This study focused on the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai. The problem of the research was limited to students' self-confidence and motivation that could influence their writing ability at SMAN 1 Benai.

According to Graham & Perin (2007) writing is often described as a written form of language that allows students to communicate ideas, thoughts, feelings, and knowledge. However, this study only examined writing ability in the aspects of form (organization), fluency (style and ease of communication), vocabulary, grammar, and mechanics. The writer also investigated the students' self-confidence and their motivation. Therefore, a writing test was given to the students in the form of an essay test. Further, the scopes of text are consisted of descriptive text, procedure text, narrative text, recount text, report text, news item text spoof text, and explanation text (Pardiyono, 2007). This research was focused on writing analytical exposition text because this kind of text was not yet used for research at SMAN 1 Benai.

Further, Brown (2007:62) defines self-confidence as learners' belief that they indeed are fully capable of accomplishing a task which partially a factor in their eventual success in attaining a task. In this research, self-confidence referred to the students' belief in their ability in writing. In addition, Johnstone

(1999: 146) as cited in Mahadi and Jafari (2012) stated that motivation is a stimulant for achieving a specific target. In this research, motivation referred to the students' stimulant to write an essay in English.

#### **D. Purpose and Objectives of the Study**

The purpose of the research was to investigate the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai, while the objectives of the study were:

1. To find out the influence of students' self-confidence on their writing ability at SMAN 1 Benai
2. To find out the influence of students' motivation on their writing ability at SMAN 1 Benai
3. To find out the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai

#### **E. Research Questions**

1. Is there any significant influence of students' self-confidence on their writing ability at SMAN 1 Benai?
2. Is there any significant influence of students' motivation on their writing ability at SMAN 1 Benai?
3. Is there any significant influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai?



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**F. Significance of the Study**

This study is expected to provide valuable contributions especially to the English teachers and students at SMAN 1 Benai and the other researchers. First, for the English teacher, this research offers some empirical messages for them at SMAN 1 about the factors that influence students' writing ability. The English teacher can find out the psycho-logical factor that students have, the level of their self-confidence and motivation so that teachers can improve their professionalism as English teachers as well as improving students' writing ability.

Meanwhile, for the students, this research can give them information about their self-confidence and motivation. They will know that self-confidence and motivation have a significant effect on themselves, so that their writing ability will be improving if they have high self- confidence and motivation. Besides, the findings of the research can be used for other researchers to get information about the influence of students' self-confidence and motivation on their writing ability.

**G. Rationale of the Study**

Writing is a medium for students in exploring their ideas, feeling and their knowledge into the written text in delivering messages to others. (Palmer, 2003:5). So, the writer and the reader are communicating throughout written texts. Writing is a complex process to do by students; that requires the use of

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effective methods to get a good achievement in writing. Further, Stibravy and Muller (1988) state that self-confidence is an extent in performing the writing assignments through task-oriented and even it increases both analytical ability improvements and controlling life conditions. Moreover, Roy Mardiansyah (2018) conducted a research entitled “A Correlation between Self- Confidence and Essay Writing Achievement. The result indicated that there was a significant correlation between students’ self-confidence and essay writing achievement with r-obtained was .620. Besides, motivation is the significant factor that affects students in completing their writing in order to better their achievement (Trola *et al.*, 2012; Zimmerman & Risemberg, 1997). Next, Mutiatun Nasihah and Bambang Yudi Cahyono (2017) conducted a research entitled “Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students”. The results of research revealed that the null hypotheses for the three correlational analyses were rejected. In other words, there was a significant correlation between LLSs and writing achievement; there was a significant correlation between motivation and writing achievement.

## H. Definition of Key Terms

### 1. Influence

Influence is a power that exists or arises from something; a person, an object that contributes to a person's character, belief, or action (KBBI, 1996: 747). In

this research influence is the power of students' self-confidence and motivation on their writing ability at SMAN 1 Benai.

## **2. Students' Self-Confidence**

Self-confidence can be defined as the main factors that affect someone's achievement in learning (Brown, 2000: 90). In this research, self-confidence refers to students' self-confidence in writing at SMAN 1 Benai.

## **3. Motivation**

Motivation is an internal process that activates, guides and maintains behavior over time (Slavin, 2007). In this research, motivation refers to students' motivation in writing at SMAN 1 Benai.

## **4. Writing Ability**

Writing ability is the ability that is produced from the idea, feeling and opinion where the final result is the in the form of writing (Harmer, 2000).



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides theories related to writing which support the topic of the study including the nature of writing, types of writing, the process of writing, components of good writing and so on. A number of related studies dealing with student writing ability are also given to show the connection between the findings of those studies with the study that has been carried out. First of all, the chapter begins with the nature of writing.

#### A. The Nature of Writing

Writing is a process of expressing the writers' impression over the written form. Hedge (2005) argued that writing is a series of ideas developed in the form of arguments which becomes a piece of coherent information to the reader. Therefore, writing is one of the ways to improve language skills. Niño and Pérez (2018) claim that writing is a way of the process in enhancing language skills through writing, and the result becomes the evidence from that process. In other words, writing can be considered good if the written message can be understood and delivered well to the readers. Therefore, if the writer is good at writing, it would be easier for him to share his ideas into the written form.

In writing, it is important to pay attention to the language rules since writing is the process of expressing the feeling and thoughts into the written

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form. By following the principles of the language in writing, the writing itself will be consequent due to the product of language skills (Urrutia and Gutierrez, 2011). In the teaching-learning process, writing is important to measure students' skills while writing is the tool for communication between the writer and the reader. Further, it is a complex process that students must start from getting the ideas, elaborate the ideas into the written form, revise the paper to get feedback so that good writing can be presented to the readers (Linse, 2006:98). That's why writing is hard to do in the teaching and learning process.

Therefore, mastering writing is hard since it's the complex process that students pass through. Richard and Renandaya (2002: 303) state that writing is the most difficult skill to master by the second language learners. In other words, writing is kind of a serious thing to do by students.

Furthermore, writing is an individual's ability to manage the substantial processes; utilizing their knowledge, basic skills, and strategies which is a complex activity to do (Huy, 2015). It means that there are a series of steps in making the writing complete. Moreover, an important skill in studying English is needed by the students is writing because it will become their great investment for their future (Zuhri Dj & Sukarnianti, 2015). If they are good at writing, students can develop their potentials with new ideas continuously.

Caroll (1990, p. 13) mentioned that ability is a privilege that a person has for a relatively long time which can be measured by the level of stability he or she has. In academic writing, the ability is students' competence to communicate

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with the reader and the particular readers. In line with this, Reid (1993, p. 28) argued that writing ability is someone's thoughts that are conveyed to the reader to a specific purpose and understood by the reader in the form of writing. This means the way to communicate is not only by speaking but also by expressing ideas in a written form that have meaning. Briefly, students' writing ability is students' capability to put their appropriate ideas and feelings into the written language.

Further, Harris (1981) as cited in Darwin (2015) stated that the established minimum score becomes the guidance of students' achievement in writing. Then, he also differentiated the scores by the following figures; 81-100= excellent, 61-80= good, 41-60= mediocre, 21-40= poor and 0-20= very poor. The table of the scores is as follows:

Scores	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very poor

(Adapted from Harris, 1989)

### 1. The Types of Writing

There are several types of writing process of that can be chosen by students. According to Brown (2003), there are four types of writing as in the following:



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- a. Imitative. This kind of writing is the basis of writing that should be known by the writer. The basic skill the writer should possess is writing which is mastering the mechanics of writing: how to write in the right letters, words, spelling, pronunciation, and simple sentences by which students can improve their writing ability.
- b. Intensive (controlled). This type of writing is focused on writers' vocabulary mastery, the grammatical sentences, collocation, and idioms. Further, the form is more concerned with meaning in this writing.
- c. Responsive. In a kind of writing type, students have been able to arrange sentences into a paragraph or more so that it becomes writing that has meaning and the writing goal is reached. Further, the students are requiring the defined level of discourse in assessing the tasks. It means that the writer has mastered the basics skill in writing such as grammar, vocabulary, mechanics of writing, and so forth.
- d. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on the

Grammatical form is limited to occasional editing or proofreading of a draft.

## 2. Process of Writing

There are five steps in the process of writing according to Langan (2004: 16-25) as shown below:

- a. Prewriting. In this step, strategies are needed such as free writing, questioning, clustering, and making a list before doing the drafting. In other words, ideas are needed to be developed in order to achieve a good writing.
- b. Outlining. It is the making of main points of the paragraph with the supporting points for building a good paragraph. Therefore, a paragraph is meaningless without supporting details.
- c. Writing the first draft. To complete the paragraph requires the writers to add some ideas that are not given in prewriting without considering the grammar, spelling, punctuation, and so forth.
- d. Revising. Revising means rewriting what has been done before.
- e. Editing and proofreading. It is a process of correcting and qualifying the paper according to grammar, punctuation, usage, and spelling.

## 3. Requirements of Good Writing

There are several aspects to consider in order to write well according to Hughes (2003).

- a. Form (organization). Good writing contains only one main idea so it's

important for a paragraph to have the form (organization) itself.

- b. Fluency (style and ease of communication). The fluency of the paragraph is present when the vocabulary and the choice of the structure are consistently appropriate.
- c. Vocabulary. Mastering the vocabulary is important to explore the ideas in writing. So, the student can create good writing.
- d. Grammar. The rules of grammar are basic knowledge for understanding a language. Basic grammar also helps students to write a text. Therefore, mastering grammar rules becomes important for students.
- e. Mechanics. Spelling, punctuation, and capitalization are parts of mechanics. The correct spelling builds meaningful writing while the punctuation is guiding the reader in his speed of reading, raising or dropping and stops the reading.

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Table II. 1 The Aspects of Writing

No.	Aspect of writing to be evaluated	Scores	Description
1.	Form (organization)	6	Highly organized, clear progression of ideas, well linked; like educated native writer.
		5	Material well organized; links could occasionally be clearer but communication not impaired.
		4	Some lack of organization, re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, through reader can deduce some organization.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		1	Each of organization so severe that communication is seriously impaired.
2.	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate like that of educated native writer.
		5	Occasional lack of consistency in choice of structures and vocabulary which does not; however, impair overall ease of communication.
		4	'Patchy', which some sentences or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary

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## 3. Vocabulary

items.

1 A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.

6 Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.

5 Occasionally uses inappropriate terms or relies circumlocutions; expression of ideas hardly impaired.

4 Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

3 Limited vocabulary and frequent errors clearly hinder expression of ideas.

2 Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

1 Vocabulary limitation so extreme as to make comprehension virtually impossible.

6 Few (if any) noticeable errors of grammar of word order.

5 Some errors of grammar or word order which do not, however, interfere with comprehension.

4 Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

3 Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

2 Errors of grammar or word order

## 4. Grammar

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## 5. Mechanics

- very frequent; reader often has to rely on own interpretation.
- 1 Errors of grammar or word order so severe as to make comprehension virtually impossible.
  - 6 Few (if any) noticeable lapses in punctuation or spelling.
  - 5 Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
  - 4 Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
  - 3 Frequent errors in spelling or punctuation; lead sometimes so obscure.
  - 2 Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
  - 1 Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

*Adopted from Hughes (2003)*

**4. Purposes of Writing**

O'Malley and Pierce (1996) argued that there are three purposes of writing: informative, expressive or narrative and persuasive.

## a. Informative

Informative writing means informing or sharing knowledge, giving directions even stating ideas aimed to inform others. Therefore, informing writing involves a series of events or experiences that illustrate, analyze a concept, speculate causes and effect, and develop



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new ideas that are purposed to inform something that may be important to the readers.

b. Expressive or Narrative

It is represented by "expressive writing" or "narrative writing" that is purposed to share a personal or imaginative expression. Commonly, it is composed of the writer's story or essay. Expressive or narrative is often used to perform a pleasant discovery, a story, a poem, or a short play.

c. Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It is an effort to influence others and initiate an action or a change. This type of writing includes the evaluation of books, movies, consumer products, or controversial issues.

In line with this, Nunan (2003) as cited in Kusumawati (2017) claimed that there are several purposes of writing in every single life:

a. Primarily for action

Writing for action is used in public signs, e.g. on road and station; product labels and instructions, e.g. on food; tools or toy purchased; recipes, maps; television and radio guides; bills; menus; telephone directions, ballot papers; computer manuals, monitor and printouts. It is also used for social contact personal

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correspondence such as letter, postcards, and greeting cards.

b. Primarily for information

Writing for information usually gives information about something. It is used in some sides. For example, newspapers (news, editorial) and current affair magazines; hobby magazines; non-fiction book, including textbooks; public notices; advertisements, political pamphlet; scholastic, medical, etc. report; guidebooks and travel literature.

c. Primarily for entertainment

In this writing, the main purpose of writing is to entertain the readers such as light magazines, comic strips, fiction books; poetry and drama; newspaper features; film subtitles; games; including computer games.

In short, it is necessary to pay attention to the writing skill due to its primarily roles in all aspects of life and of course depends on circumstances and conditions.

## 5. The Categories of Writing

As previously mentioned, writing is a complex process to express ideas in the written form. Therefore, there are some types of writing that students should know in academic writing to learn about. Gie (1992: 23-29) as cited in Veritasari (2008) claims that writing is divided into some categories based on its form, aims, contents, characteristics and its function. Based its

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forms, Gie categories writing into for types; narration, description, exposition, and argumentation. This category is also known as the primary category. First of all, narrative writing tells about a series of chronologic events which are detailed from the beginning, the middle and the end to the reader so the readers are in the story. Then, descriptive writing tells about the description of an object, a place, and so forth to the reader. Next, expository writing contains a series of information or facts and comments which are neutral and objective. Last but not least, argumentative writing contains the development of a paragraph to persuade the reader to have some thoughts with the writer.

The second category of writing is based on its aims. In this category, writing is classified based on the aim and the content of the writing itself.

Basically, people write something because they want to give some information or tell something to the readers. People want to send a message to the readers, while the content of the writing is usually about realities and facts. The content of writing based on the real fact is called factual writing, while writing which is made to amuse others is called imaginative writing.

The next category of writing is based on characteristics and its function. Gie (1992: 25-26) stated that based on its characteristics and functions, there are two kinds of writing, scientific and informative writing. Scientific writing presents scientific knowledge and based on particular facts. While in the informative writing there are no factual facts and based on rhyme.



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**B. The Importance of Writing Skill for High School Students**

One of the four skills in English is writing that students should accomplish through learning hours. To write appropriately, it is important for students to set them free to explore their reading materials. Thus, from that way it's easy for the students to enhance this skill. In line with this, Sadiku (2015) has argued that developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. This means, the more students are given the material, the more they could think critically in writing.

Furthermore, writing tasks are necessary to be presented to the students to complete their competency in writing. In other words, students can keep continuous progress in revising their writing skill. Moreover, a person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression (Sadiku, 2015). Thus, it is meaningful to the students in preparing their future as an intelligent person. By writing, students have more concentration; they become more creative and more active towards a new world. In the changing competitive world, one's command over a language and even more the level of his or her English can determine his or her life (Sadiku, 2015).

Moreover, Veritasari (2008) claims that writing can also be used as a tool for increasing awareness and perception of one's environment. People can improve their awareness of what happens in their surroundings and criticize it by having

more writing (Veritasari, 2008). Therefore, having a good writing skill can bring the students to their brighter life.

### C. Types of Text

According to Rudi (2005), there are some types of text that would be described as in the following:

#### 1. Descriptive Text

Descriptive text is a text which has the social function to describe a particular person, place, or thing. There are two generic structures of descriptive text: identification (to identify the problem contained in the text) and description (to describe a topic of the text). The language features of the text are: Simple Present Tense (e.g. is located), being the verb (e.g. are), noun phrase (beautiful flower) and use of the adjective (e.g. beautiful).

#### 2. Anecdote

An anecdote is a kind of genre used to share with others an account of an unusual or amusing incident. The generic structures of the text: abstract (signals the retelling of an unusual or amusing incident), orientation (sets the scene), crisis (provides details of the unusual incident), reaction (reaction to the crisis), and coda (reflection on or evaluation of the incident). The language features of the text: the use of exclamation (e.g. really, very), the use of Simple Past Tense (e.g.

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he ate an apple yesterday), use of temporal sequences (e.g. before, after, when), use of past continuous tense.

### 3. Discussion Text

A discussion text is a text which presents a problematic discourse. The problem is discussed from different points of view. It presents pro and contra opinions on a certain issue. The generic structures of the text are an issue (contains a statement and preview about something), arguments for/supporting arguments (presents the arguments to support that one point is agreeing), the argument against (presents the arguments which disagree to the stated issue), recommendation/conclusion (tells how to solve the issue by concerning the arguments for and against). The language features of the text are the use of general noun (e.g. ball, chicken), the use of relating verb/ to be (e.g. is, have), the use of thinking verb (e.g. hope, believe), use of additive connective (e.g. addition, furthermore), the use of contrastive connective (e.g. although, even), the use of causal connective (e.g. because, because of), the use of modal auxiliary (e.g. must, should), and the use of adverbial manner (e.g. hopefully).

### 4. Explanation text

An explanation text is a text which tells process relating to the forming of natural, social, scientific, and cultural phenomena. It is often found



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in science, geography, and history textbooks. The purpose is to explain the phenomena. The generic structure of the text is a general statement (states what will be explained in general), explanation (consist of information), and closing (consists of statement to close the text). The language features of the text are: the use of simple present tense (e.g. chocolate starts a tree called cacao tree), the use of action verb (e.g. bring, roast), the use of passive voice (e.g. they are also known as cocoa beans), the use of noun phrase (e.g. chocolate maker), and the use of conjunctions of time (e.g. next, after that).

### 5. Exposition Text

An exposition text is a text whose purpose is to inform, describe, to explain, or to define the author's subject to the readers. The exposition text is divided into two methods.

### 6. Analytical Exposition Text

An analytical exposition text is a text that elaborates the writer's idea about the surrounding phenomenon whose social function is to persuade the readers which the idea is an important matter. The generic structures of the text are a thesis (announcement of issue concern), the argument (reason of argument about the issue), and reiteration (reiteration of writer's position). The language features of the text are the use of simple present tense (e.g English is an international

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language), the use of external temporal conjunction to stage argument (e.g. first, finally), and the use of reasoning through causal conjunction (e.g. thus, for the reason).

## 7. Hortatory Exposition Text

A hortatory exposition text is a text designed to persuade the readers that something should or should not be the case. The generic structures of the text are the thesis (announcement of the issue concerned), the argument (reason of argument about the issue), and recommendation (statement ought to or ought not to happen). The language features of the text are the use of simple present tense (e.g. their owner doesn't seem to appreciate that), the use of abstract noun (e.g. strategy, plan), the use of the technical term (e.g. species, mammals), the use of the evaluative word (e.g. vital, crucial), and the use of modal auxiliary (e.g. should, must).

## 8. Narrative Text

A narrative text is a text that amuses or entertains the reader with an imaginary story or legend. The generic structures of the text are an orientation (sets the scene and introduces the participants), complication (a crisis arising), resolution (in which the crisis is resolved, for better or for worse). The language features of the text are used: use of simple past tense (e.g. he walked away from the village), the use of noun phrase (e.g. beautiful princess, a huge temple), the use

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of the adverbial phrase of time and place (e.g. in the garden, two days ago), the use of action verb (e.g. walked, slept), and the use of the adjective phrase (e.g. long black hair).

## 9. News Item

A news item is a text which informs readers about events of the day. The events are considered newsworthy or important. The generic structures of the text are the newsworthy event (main event), background event (elaboration), and sources (source of information). The language features of the text are the use of action verb (e.g. hit, attack), use of saying verb (e.g. said, claimed), the use of passive sentence (e.g. Aceh was hit by Tsunami in 2004), and the use of adverb in the passive sentence (e.g. the victims were badly injured).

## 10. Procedure Text

A procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. The generic structures of the text are the goal (the purpose of doing instruction), materials (the tool or anything which needed in the process in the steps), and steps (ways, methods, or what should do). The language features of the text are: use of simple present tense (e.g. she adds a cup of sugar), the use of imperative (e.g. cut, don't mix), the use of action verb (e.g. turn, put), the use of the connective word (e.g. first, then),



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and the use of the adverbial phrase (e.g. for five minutes, 2 centimeters from the top).

**11. Recount Text**

A recount text is a text that tells the readers what happened in the past through a sequence of events. Its goal is to entertain or to inform the readers. The generic structures of the text are an orientation (introduces participants, place and time), events (tell what happened, in what sequence), and reorientation (the ending of events). The language features of the text are the use of simple past tense (e.g. I went to Bali), the use of connective that signal time (e.g. then, meanwhile), focus on individual or group participants (e.g. I, we).

**12. Report Text**

A reported text is a text that presents information about something, as it is, it is as a result of observation and analysis. The generic structure of the text is a general statement (identifying the subject of information report), and description (bundles of information relating to such things as habits, behavior, color, and shape). The language features of the text are the use of simple present tense (e.g. Komodo dragons usually weigh more than 160 kg), the use of general noun (e.g. kangaroo, computer), the use of behavioral verb (e.g. snakes often sunbathe in the sun), the use of the technical term (e.g. water contains oxygen and hydrogen), and the use of the relating verb (e.g. are, have).

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**13. Review of Text**

A review text is a text that gives a person's response or reaction to another text by describing the work and judgment. Examples are to a book, film, play, and poem. The generic structures of the text are the title (identified subject of review), identification (identified the name of the creative work, what kind of work it is, and its author), evaluation (describing particular aspects and opinion the quality, effectiveness) and conclusion/ recommendation (the judgment, summarize to the value of work). The language features of the text are the use of the adjective (e.g. beautiful, perfect), use of long and complex cause, and metaphor (e.g. it explains even many people like his girl but he still has that girl because she belongs to him).

**14. Spoof Text**

A spoof text is a text which tells the factual story that happened in the past time with the unpredictable and funny ending. The generic structures of the text are an orientation (provides the background information needed such as: who was involved, where it happened, when it happened), event (an event that happened in the text), and twist (unexpected of the funny ending). The language features of the text are the use of simple past tense (e.g. he walked away from the village), the use of the connective word (e.g. then, finally), and the use of the adverbial phrase of time and place (e.g. in the garden, two days ago).

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**D. The Concept of Analytical Exposition Text**

This research focused on analytical exposition text, one of the text based on the syllabus of the 2013 curriculum. It is one of the texts that should be mastered by students. An analytical exposition is popular among science, the academic community, and educated people. In addition, an expository text gives information such as explaining something, giving direction and showing to do something to the reader. Knapp and Watskin (2005) stated that analytical exposition text is a text that contains arguments or debates so that it involves many aspects in real life.

Pardiyono (2007) states that analytical exposition text is the genre text that is used to forward a point of view or an argument that must be strong and supported by facts.

According to Anderson and Anderson (1997), analytical exposition text has 3 components, the social function, the generic structure, and the language feature described below:

**1. Social function**

It functions to persuade readers or listeners to take action on some matters.

In other words, the argument is very important in this text in order to persuade someone to believe in something that is argued.

**2. Generic Structure**

- a. Thesis: Introducing the topic and indicating the writer's position. In this part, the writer introduces their statement which is based on his/her



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point of view.

- b. Argument 1: Explaining the argument to support the writer's position.

In this part, the writers' point of view is elaborated, and of course, the point is based on the proof and discussion. Argument 2: Explaining other arguments to support the writer's position. To assure the reader, the writer should have another argument to support the point of view with the evidence in order to assure the readers with the argument.

- c. Reiteration: Restating the writer's position. In this part, the writer ends the arguments and it is called the conclusion. Briefly, reiteration means the restate of writers' point of view.

### 3. Language Features

- a. Use of causal and additive connectives to construct the argument such as, *[however, on the other, therefore, thus, leads to, creates, consequently, firstly, secondly, another reason, moreover, in addition, finally, etc.]*
- b. Use of verbs of being and having for example, *[it has ..., it includes ..., it consist of, such as ..., for example..]*. This is to support the opinion and give evidence to the readers.
- c. Verbs of thinking and feeling predominantly in the thesis and summing up stages such as *[in my opinion, my opinion is, according to me (thesis); I feel.., it needs...]*
- d. Use of vocabulary items to indicate the writer's attitude. To convince

the readers about the writer's opinion, he or she needs state words or vocabulary to indicate his/her position. For example, *[it has a special power, it gives advantages, etc.]*

- e. Use of modality to indicate the writer's attitude, for example, *[you should consider about this, you may..., you have to think about it.]*
- f. Usually, present tense compound and complex sentences. For example, *[In Australia there are three levels of government... , First, the federal government is necessary for the big things.. ,etc.]*

Moreover, Grace and Sudarwati (2007) explained the language function of analytical exposition text as follows:

- 1) An analytical exposition focuses on generic human and non-human participants.
- 2) Use of Simple Present Tense and Simple Perfect Tense.
- 3) Use of relational processes.
- 4) Use mental processes. It is used to state what the writer or speaker thinks or feels about something. For example, *[realize, feel, etc.]*
- 5) Use emotive and evaluative words.
- 6) It often needs material processes. It is used to state what happens.
- 7) Enumeration is sometimes necessary to show the list of given arguments.
- 8) Using connectives/ transition.

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Example of Analytical Exposition Text

Thesis

The best superpower to have is rewind.

It is the best for many reasons, such as if you had fun doing something, you could go back and do it again, if you did something wrong you could go back and fix it and if you didn't want to go bed, you would rewind back the start of the day

Arguments

The first reason is if you had fun doing something one day, you could go back and do it again. Just imagine going back and doing something you love such as going to a theme park, having a party or even just doing something fun at school.

Another reason is that you could go back and fix some problems. You may think that to go back in time won't solve anything, but you are wrong. If you go back before the problem started, it would be as simple as making sure the problem never started.

Finally, if there was something that you didn't want to do, such as going to bed, you could rewind back before your bedtime and you wouldn't have to go bed



for hours. Just imagine never going to bed till you wanted to.

Reiteration

Now sis official – that the best superpower to have is rewinding. But we do have a problem ... superpower don't exist.

*(Let's Learn English SMA/MA GRADE XI)*

#### E. The Nature of Self-Confidence

Self- confidence is one of the factors that can affect the learning language process. In learning the language process, self-confidence is the capability in covering the issues of it. As a means, someone's proficiency is playing an important role to improve self-confidence. Liris (2007) defined self-confidence is a factor within a person that is formed through the learning process from the educator and it gets through the life experience even the self-confidence even it is not essential from humanity itself. In other words, to get the confidence, the person is needed to cover several proceeding such as education and experience in enhancing confidence.

Besides, Brown (2001:62) defined self-confidence as the expertise of students' in completing their duty in learning and they have the certainty on it so it would be easier for them in mastering the learning language. In other words, if the students are less confident, it would be hard for them to carry out the assignment. McIntyre (2004) suggested that "self-confidence significantly

contributes to the learner's willingness to communicate in a foreign language".

Briefly, to communicate in a foreign language requires someone to have desire so the instructional process goes well and engages the students in it.

In this study, the students were involved in completing their tasks through writing. In the process of writing, the students were required to be confident so that the writing process could be running well. Self-confidence reduces students' chances of making mistakes, giving them motivation in the learning process, and improving their competence in learning English as a foreign language. Thus, the final result of being confident is an enhancement of language learning process.

Furthermore, Lauster (2010) suggested some aspects of self-confidence, as follows:

a. Being confidence

Being confident in the ability of one self. This means that the students are avoiding thinking too much doing the task completely whether it is right or not.

b. Being optimistic

Belief in terms of whether being good or pleasant which means the mind development is always positive.

- c. Being objective

Personal assumptions do not have the real conditions.

- d. Being responsible

The encouragement to accomplish the obligation is to come from him or her.

- e. Being rational and realistic

The logical thoughts, the human common sense, and the ability are the aspects of carrying out the attitudes.

### 1. The Approach Improving the Self-Confidence

It does not matter when someone has his own level of self-confidence but it would mean if they have an effort to update it. Dornyei (2001) suggested the approach to improve self-confidence as follows:

- a. The teachers should change the students' perspective that each of them could be mastering the language since it can be improved by them. In other words, thinking positively is one thing that the students must have.
- b. Teaching and learning process involves teachers in giving the students some advice that mastering the foreign language can be obtained by them and tells the students about the experiences of success to encourage them.
- c. Teachers are involved in being creative to give assignments to the



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- d. students to motivate them. Therefore, teachers should be creative in building up their professionalism.
- e. Teachers give motivation to students individually so that they can confidence in learning.
- f. Teachers are required to create a joyful and meaningful atmosphere during instructional process in order to avoid students' anxiety.

## 2. Characteristics of Confident Students

Burton and Platts (2006) mention there are ten characteristics of the students having proper self-confidence as follows:

- a. Direction and values: The students know what they want, where they want to go, and what is important to them.
- b. Motivation: The students are motivated by and enjoy what they do. They are likely to get so engrossed in what they are doing that nothing distracts them.
- c. Emotional stability: The students have calm and focused approach about how they apply to themselves and other people as they tackle challenges. They notice that they have difficult emotions such as anger and anxiety, but the students let their emotions work rather than let somebody overcome it.
- d. A positive mind-set: The students stay optimistic and see the bright side even when they encounter setbacks. They hold positive regard for themselves as well as other people.

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- e. Self-awareness: The students know what they are good at, how capable they feel, and how they look and sound to others. They also acknowledge that they are human beings, and they do not expect to be perfect.
- f. Flexibility in behavior: The students adapt their behavior according to the circumstance. They can see the bigger picture as well as paying attention to details. They take other people's views on board in making decisions.
- g. Eagerness to develop: The students enjoy stretching themselves, treating each day as a learning experience, rather than acting as if they are already experts with nothing new to find out. They take their discoveries to new experiences.
- h. Health and energy: The students are in touch with their bodies, respect it and have a sense that their energy is flowing freely. They manage stressful situations without becoming ill.
- i. A willingness to take risks: The students can act in the face of uncertainty – and put themselves on the line even when they do not have the answers or all the skills to get things right.
- j. A sense of purpose: The students have an increasing sense of the coherence of the different parts of their lives. They have chosen a theme or purpose for their lives.

### 3. Characteristics of Students with Low Self-Confidence

Wright (2009, p. 10) mentioned some characteristics of students with

low self-confidence, as follows:

- a. They are fearful of change: thinking about the future makes them afraid and they do not have the competence to go beyond. They just consider one side without thinking the other side in which everything needs to be tried in order to know the process and its meaning. In addition, competencies can be updated in many ways. One of the ways to develop competencies is practice because practice makes perfect.
- b. They are pessimistic and tend to see the glass as half empty: the students do not refer to the others' responsible for their failure even the students have seen it. Pessimistic means easy to give up on circumstances and full of doubts in doing something. So, students who have this characteristic find it difficult to start or even stop before starting to do something. It also allows these students to not have a sense of responsibility towards themselves and even others.
- c. They have difficulty communicating what they want from life: the valueless things become their focus. Therefore, people who have low self-confidence will find it difficult to express the things to be achieved and ignoring the important properly.
- d. They want to please others than be honest to themselves: obtaining others' happiness and satisfied is their main goal rather than achieving their ambitions. Thus, they are caring too much to other without seeing their important life.

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- e. They are insecure and are drawn to others who also see themselves as victims: They are always frustrated and have no dreams to be successful in their life and their learning.

#### 4. Characteristics of Students with High Self-Confidence

Wright (2009, p. 10) mentioned some characteristics of students with high self-confidence, as follows:

- a. They are ambitious: they have great dreams and they want to make them real in their life. This kind of characteristic is driving them to achieve many goals life and do it in proper way.
- b. They are goal-oriented: they never surrender when having difficulties, they always fight to achieve their goals. Therefore, they enjoy the process they are going through since the results of hard work are absolute.
- c. They are visionary: they always have positive vision even if they fail, they believe in themselves. Thus, they are not giving up easily as long as to obtain their goals and future oriented too.
- d. They have learned to communicate: they know how and when to communicate, they listen to others attentively. Hence, they need some suggestions and corrections for upgrading their own capability.
- e. They are loving and kind: they build good relationships with others because they have self-image.
- f. They are attractive and open to others: confident people are loved and attracted by others and this is due to their beautiful spirit.

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**F. The Nature of Motivation**

Motivation is the stimulant in someone to do something. Gredler, Broussard, and Garrions (2004) broadly define motivation as "the attribute that moves us to do or not to do something" intrinsic motivation that is animated by personal enjoyment, interest, or pleasure. In other words, in doing something, someone is delightful and has no pressure from anyone even anywhere. Besides, motivation facilitates someone to achieve his aims in life or do something easily. Thus, performance in doing something is affected by motivation by following the rules. Further, Dorney (2010;13) argued that motivation is the individual characteristics and their perception convinced by external factors such as social and environmental surrounding them. In other words, social life is to take action in improving someone's motivation.

Motivation is argued by the sequences of internal drive that move someone to do something in acquiring the good result in the teaching-learning process (Harmer, 2001:51). In other words, there is willingness in someone to do something to get the overcome. In a similar view, Brown (2000:72) defines "motivation as the extent to which someone makes choices about goals to pursue and the effort he/ or she will devote to that pursuit".

In accomplishing the responsibility in learning process, students need

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motivation. Motivation is the main factor when somebody is doing a demanding an activity for completing it (Hall, 2011:134). The students' motivation can be one of criteria in obtaining the score in the learning process even in their writing ability. Besides, motivation is engaged students in the instructional process, it can be seen when they are active in the classroom. As a means, participation and response are significant actions in the learning process. Besides, the readiness in accepting the lesson means the students have motivation in themselves.

Motivation is a factor that students keep going in enhancing the compilation of their writing skills. The more students are motivated, the more they have a chance to gain better achievement in writing. Besides, the development of their achievement through writing skill is something they deserved (Dhanya and Alamelu, 2019). This means hard work is paid with better achievement. Besides, students' good writing depends on their belief in their capability to write. The students who are showing more effort in writing and demonstrate greater determination in seeking to write superbly well are the students who have competence in writing (Bottomley *et al.*, 1997). Thus, those who have high motivation and are engaged in writing are likely to have good writing ability, while those with less motivation may find it hard to have good writing ability. Therefore, teachers must pay attention to find a solution to encourage the students with less motivation.

Furthermore, it is important to assess motivation before knowing



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someone's motivation level. According to Schunk (2012) as cited in Istianti (2013) motivation can be assessed in various ways as stated below:

1. Direct observation

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2. Rating by others

Another method to assess motivation is by way of observations (teachers, parents, researchers) to rate students. Rating by others is judgments by observing students' characteristics to indicate motivation. One of the advantages of rating by others is that observation by others may be more objective rather than students observe themselves.

3. Self-reports

Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, simulated recalls, think-alouds and dialogues.

- a. Questionnaires consist of a number of questions that should be answered by respondents asking about their actions and beliefs.
- b. An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer them orally.

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- c. Stimulated recalls refer to the recalls of thoughts accompanying one's performances at various times.
- d. Think-aloud refers to students' verbalizing about their thoughts, actions, and emotions while working on a task.
- e. Dialogues are conversation between two or more persons.

In fact, self-reports are the most commonly used in assessing motivation by researchers. For example, Dina's research about students' motivation in learning English used a questionnaire to know students' motivation. The questionnaire consisted of some indicators that indicate students' extrinsic and intrinsic motivation. The result of the research showed that the questionnaire could measure the level of students' motivation in learning English (Maryana, 2011).

### 1. Types of Motivation

There are some types of motivation in the different views of some experts. Gardner and Lambert (1972) argued that there are two types of motivation as follows:

#### a. Integrative Motivation

Integrative motivation is the participation in learning language it's influenced by the culture of the people surrounded. In other words, the environment of someone's life is the key to his or her motivation in learning English as a second or foreign language.

Therefore, it is necessary for the students to know the culture of

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their second language community.

b. Instrumental Motivation

Instrumental motivation suggests when someone is looking for a job and even becomes his useful motive which drives him to learn the language.

Meanwhile, Ryan & Deci (2000) mentioned that there are two types of motivation:

a. Intrinsic Motivation

Intrinsic motivation is commonly related to interest in doing a particular activity that is satisfying and enjoyable. So, there are no forces from anywhere or people. Further, Harmer (2001:51) points out that intrinsic motivation comes up when someone feels pleased with his or her learning process which means his motivation comes from within himself.

b. Extrinsic Motivation

Extrinsic motivation is someone's gaining better achievement in learning, getting a reward, and avoiding punishment are affected by behaviors. In other words, a good behavior will achieve the maximum result in learning while a bad behavior will achieve such a bad impact or punishment. Meanwhile, Tuan (2012)



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claims that parents, teachers, friends, experience, especially benefits and penalties have significant roles in extrinsic motivation.

Therefore, the teacher's behavior is taking part in extrinsic motivation following the students' assessment. Ur (1996: 276 - 279) points out several sources of extrinsic motivation that are affected by teacher actions:

- 1) Goals and goal setting. Learners who set goals and expectations for language learning are likely to be motivated to achieve those goals.

Teachers can help learners sustain their motivation for achieving their long-term goals by focusing on short-term goals as they can be gained in a shorter time so that learners can see the results which will motivate them to continue to work hard to achieve their long-term goals.

- 2) Learning environment. The physical appearance and the emotional atmosphere of the lesson are related to the learners' motivation. Teachers can do a lot from both aspects by decorating the classroom with visual materials using music or moving the furniture if necessary, as well as by "building a positive relationship with the learners, creating a supportive and cooperative environment and being careful when responding to learners, especially when giving feedback and corrections".

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- 3) Interesting classes. One way to increase learner's motivation to learn the language is by using a variety of interesting topics and activities to keep learners engaged and interested in what they are doing in the classroom.

### 1. Characteristics of Motivated Students

Penny Ur (1996) mentioned some characteristics of motivated students, as follows:

- a. Positive task orientation, the student is willing to do tasks and challenges. He has no concern with it and has no compromise through the laziness.
- b. Ego-involvement, the student finds the task important to succeed in learning to maintain and promote his or her self-image. As a responsibility, a motivated student is successful when she or he does an assignment completely in teaching-learning process.
- c. Need for Achievement, the student needs to achieve, to overcome difficulties, and succeed in what he or she out to do. In learning process, he would face some conditions with difficulty in understanding the material, feeling bored and lazy that they have to avoid for success in learning.
- d. High aspirations, the student is ambitious, goes for demanding challenges, high proficiency and top grades.

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- e. Goal orientation, the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them
- f. Perseverance, the student consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress
- g. Tolerance of ambiguity, the student is not disturbed or frustrated by situations involving a temporary lack of understanding or conclusion; he or she can live patiently with confidence that understanding will come later.

## 2. Sources of Motivation

According to Harmer (2001:52) "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of some people". There are some sources that affect the students' motivation in learning English:

- a. The society we live in

Outside any classroom, there are attitudes to language learning and the English language in particular. Learning English is important that is considered to be in society. All the views from the society such as learning the language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.



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b. Significance of other people

The attitude of the students to language learning will be greatly affected by the influence of people who are closed to them. The attitude of parents and older siblings will be crucial. The attitude of students' peers is also crucial. If they are critical of the subject or activity, their motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them.

c. The teacher

The teacher is a major factor in the continuity of a student's motivation.

Teacher's attitudes to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

d. The method

The method is vital that both teachers and students have some confidence in the way teaching and learning progresses. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success will be much more likely to be achieved.

### 3. Measure of Motivation

According to Hanafiah (2010:28), some measurements can be used

to know the motivation.

- a. The performance test is the measurement to get information about loyalty; the questionnaire is to know persistence and loyalty.
- b. A Free composition is to understand information about the vision and aspirations.
- c. The achievement test is to get information about the achievement of the students' academics.
- d. The scale is to understand information about attitude

In this research, the writer used a set of questionnaire to know students' motivation.

#### **G. The Related Studies**

In this research, the writer would like to present some related studies that have been done by some researchers.

The first relevant study was conducted by Roy Mardiansyah (2018) entitled "A Correlation between Self-Confidence and Essay Writing Achievement". The sample of this study was taken from all fourth-semester students. The total number of students was 134 students. Further, this research was a correlation research. The result indicated that there was a significant correlation between students' self-confidence and essay writing achievement with  $r$ -obtained was .620 which was higher than the  $r$ -table (.176). Besides, there was also a significant influence of self-confidence on essay writing achievement of 38.5%.

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The design of this study has a similarity to the one already done; that is, using a correlational research design involving self-confidence and writing.

Hernando Prada Arango (2015) conducted a research entitled “Students’ Self-Confidence as a Way to Improve English Oral Production of the Tenth Grade Students at Ricaurte School. The Tenth grade students developed the activities planned in the implementation of the pedagogical proposal. However only seven students with different levels of English were randomly chosen to analyze data. Further, it was an action research using a questionnaire to collect the data. The result showed that students were more motivated and confident if their abilities and possibilities to actively participate in their learning process.

The similarities between this relevant study and the writers’ research are the affective factor that was used; namely, self-confidence and the similarity was also in collecting the data by using a questionnaire. Meanwhile, the differences lay in the type of research, correlational research and an action research Besides, speaking was used as a language skill in that study whereas in the writer’s research writing skill was used.

The next related study was conducted by Omidullah Akbari (2010) entitled "Students' Self-Confidence and Its Impacts on Their Learning Process". The study was descriptive and a quantitative questionnaire was used to measure self – confidence of the 1375 male and female students in all different levels and grades. The findings revealed that only some students were in low self-confidence and most students were in high self-confidence. Besides, the



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students' self-confidence affected their learning in the area of students' participation, in seeking a goal, in developing interest in lessons, and in decreasing students' anxiety. They were being comfortable with their instructors and classmates and also in sharing their opinions related to the lessons in class.

The similarity between this research and the writers' research is the affective factor that was used; that is, self-confidence. Meanwhile, for the differences are that this research was a descriptive research while the writer's a correlation research. In addition, this research was examined to see the impact of self-confidence in students' learning process while in the writer research the aim was to find out the correlation between self-confidence and students' writing ability.

The fourth relevant study was conducted by Triana Ramdha (2019) entitled "The Effect of Teaching Strategies and Self-Confidence On Students' Ability in Writing Descriptive Text in An Indonesian School". The population of this research was the eighth grade students of SMP Tri Bhakti Pekanbaru in the academic year 2015/201 and the design of this research was quasi- experimental with 2x2 factorial designs. The result of this research showed that (1) students who were taught by using Roundtable Strategy had better writing skills in writing descriptive text than those who were taught by using the Three-Phase Strategy. It was proven by the result of t-test which showed that F-observed was bigger than the table; (2) students with high self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who

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were taught by using Three Phase Strategy; (3) students with low self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who were taught by using Three Phase Strategy, and (4) there was no interaction between both strategies and students' self-confidence toward students' writing skill, where  $F_{\text{observed}} (0.004)$  was less than  $F_{\text{table}} (3.39)$ .

The similarities between this relevant study and the writers' research are the affective filter that was used; that is self-confidence and the language skill that used namely writing. Meanwhile for the difference is the research design used. This research was quasi-experimental with  $2 \times 2$  factorial design while the writer's was a correlational research.

The fifth related study was conducted by Septiana Kusumaningsih (2017) entitled "A Correlation Study Between Self-Confidence and Motivation and Speaking Ability of The First Grade Students of MAN Sukoharjo in The Academic Year 2016/2017. The sample of research consisted of 30 students. The sampling technique used was cluster random sampling and the research method was a quantitative correlation research.

The results of the study showed that (1) there was a positive correlation between students' motivation and their speaking ability because the coefficient of correlation  $r_{\text{obtained}}$  was higher than  $r_{\text{table}} (0.844 > 0.361)$ ; (2) there was a positive correlation between the students' self-confidence and their speaking ability because the coefficient of correlation  $r_{\text{obtained}}$  was higher than  $r_{\text{table}}$

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(0,984 > 0,361); (3) there was a positive correlation between students' motivation and self-confidence and their speaking ability because the coefficient of correlation  $r$ -obtained was higher than  $r$ -table ( $0,987 > 0,361$ ).

The difference between this relevant study and the writers' research is the language skills used. Speaking was used as a language skill in this research while the writer used writing.

The next related studies was conducted by Üzeyir Süğümlü, Hasan Hüseyin Mutlu, Enes Çinpolat (2019) entitled "Relationship Between Writing Motivation Levels and Writing Skills Among Secondary School Students". The sample of the study consisted of 230 students attending three different secondary schools in the fall semester of the 2018-2019 school year. The study was carried out using quantitative correlational research method. The result of the study showed that the students with high writing motivation scores had high writing evaluation scores.

The similarities between this study and the writers' study lay in the affective filter and language skill. The affective filter was motivation and writing as a language skill, while the differences are that this study was aimed to determine the relationship between the writing motivation levels and written expression skills while the writer's research was aimed to find out the influence of motivation on writing ability. The difference could also be seen from the variable used in two studies.

The sixth related study was conducted by Mutiatun Nasihah and Bambang



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Yudi Cahyono (2017) entitled "Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students". The participants of this study were one hundred EFL students of a senior high school which was located in a big city in Indonesia and the study was a correlational research. The results of the research revealed that the null hypotheses for the three correlational analyses were rejected. In other words, there was a significant correlation between LLSs and writing achievement; there was a significant correlation between motivation and writing achievement, and there was a significant correlation between both LLSs with motivation and writing achievement.

The similarities between this study and the writers' research are the affective filter used; that is, motivation, the language skill that was used; that is, writing and the correlational research as a research design. Meanwhile, the difference could be seen from the variables used in both studies.

Diki Maulana, Widya Sri Wahyuni, and Detya Siregar conducted a research (2018) entitled "The Correlation Between Motivation Behavior and Speaking Ability". The population of this research was English Students Association of IKIP Siliwangi and the sample taken was 30 students. This research applied correlation research design and qualitative method. The result showed that there was a weak correlation between motivation behaviour and speaking ability at English Students Association.

The similarity between this related study and the writer study is the affective factor that was used; that is, motivation. Meanwhile, the differences

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are the language skill and the research design. This study was a mix method research using correlation design and qualitative method, while the writer's study a correlation research. Furthermore, speaking was used as a language skill in that, while writing was used in the writer's study as a language skill.

The next relevant study was conducted by M. Dhanya and C. Alamelu (2019) entitled "Factors Influencing the Acquisition of Writing Skills". The total of 20 teachers and 80 students were taken as the sample of the study from Arts and Science Colleges in South Chennai, Tamil Nadu, India. Field notes and a set of questionnaire were used to gather the data. The result of the study found that a conducive classroom environment, positive student-teacher relationship, positive feedback, and constant motivation were the key ingredients that would enable the students to write well.

The similarities between this research and the writers' research are the language skill that was used; namely, writing. This research used a questionnaire to collect the data and affective filter used was motivation. Meanwhile, the difference lies in the research design used. This relevant study used as a mixed-method while the writer's research used a correlational study.

Sulistia Ningrum and Saiful Anwar Matondang (2017) conducted a research entitled "The correlation between students' motivation and achievement in reading comprehension". The population of the study was the second year students of Senior High School Nurul Hasanah Tembung, Deli Serdang

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Indonesia in the academic year 2015/2016 with a total number of 119 students in three classes and the sample of this research was 30 students. The research was a correlational study. The result showed that there was a significant correlation between students' motivation and their achievement in reading with the correlation coefficient of 0,78.

The similarities between this research and the writers' research are that the affective filter used was motivation and the research design used was correlation research design. Meanwhile, the difference was the skill used where the related research used reading as the skill while the writer's research used writing.

#### **H. The Influence of Students' Self-Confidence on Their Writing Ability**

Self-confidence places itself in the reliance of students in doing a test better. Adalikwu (2012) claims that self-confidence as a belief that someone has in his or her ability to succeed in doing a task. In this research, self-confidence is the ability of students in completing a writing test.

Moreover, Purkey (1970) indicates that the best evidence suggests that there is a continuous interaction between self-confidence and academic achievement of which each directly influences the other, is not gender-specific and holds regardless of levels of intelligence. In other words, there is a simultaneous correlation between self-confidence and academic achievement. One way to achieve academic achievement is by writing; meanwhile, in the field of education, students are required to do academic writing. Further,



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Hanafuer (2012) argued that creative writing helps L2 writers express their ideas without worrying about grammatical structures and promotes fluency in their writing skills. Briefly, in writing activity, no need to worry about the rules in writing and just go beyond. Therefore, the more confident the students with their writing, the better they are in their ability and deserves a good academic achievement in writing.

### **I. The Influence of Motivation on Students' Writing Ability**

Motivation is a factor that students can keep going in enhancing the compilation of their writing skills. The more students are motivated, the more likely they have a chance to gain better achievement in writing. Besides, the development in their achievement through writing skill is something they deserve (Dhanya and Alamelu, 2019). This means hard work is paid by better achievement.

Besides, students' good writing depends on their belief in their capability to write. The students who are showing more effort in writing and demonstrate greater determination in seeking to write superbly well are the students who have competence in writing (Bottomley *et al.*, 1997). Thus, the students who have high motivation would be engaged in writing while those with the less motivation are taken for granted their writing ability is low. Therefore, the teacher must pay attention to find solutions to encourage students with less motivation.

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**J. The Influence of Students' Self-Confidence and Motivation on Their Writing Ability**

The students should practice more to have a good ability in writing. Writing is a complete process in the learning process even outside the classroom. By having self-confidence and motivation, the students might be interested in writing. Therefore, self-confidence and motivation as internal factors that affect students' learning achievement must have strong influences in writing ability. It can be proved when the students who have high self-confidence and have high motivation, they may have good ability in writing.

Since writing is the way writer to communicate with the reader, it is clearly important to have confidence in it. Clément and Kruidenier (2015) as cited in Oktari, *et al* (2019) stated that self-confidence is an important element in communication. Obviously, it takes the role in the process of writing to produce the good work of it. Consequently, self-confidence is also related to the success of students in learning who keep writing their ideas into a written form without worrying the grammatical mistakes. In line with this, self-confidence should be considered as the quality of a student in which they feels themselves assured of successfully performing of different activities in the class and out of the class for the purpose of learning (Akbari, 2020).

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Moreover, motivation brings the success when the students are taking care of their own motivation. As Bruning and Horn (2000) argued that writing successfully is a complex and effortful activity that requires systematic attention to motivational conditions. Therefore, motivation itself will increase students' engagement in performing writing to master it. Elliot, Kratochwill, Cook, and Travers (2000: 332) define motivation as an internal state that arouses one to perform an action, pushes one in particular directions, and keeps one engaged in certain activities. This means that the motivated student in writing can be more effective in this activity. Meanwhile, in the end of writing, the students will be get rewards from their hard work. In other words, Motivation directs an individual toward certain goals (Eccles & Wigfield, 1985) as cited in Juniar (2016).

Then, it can be assumed that writing ability is greatly supported by two internal factors, namely self-confidence and motivation. Based on the explanations above the writer assumes that both self-confidence and motivation are taking part in writing ability. When the students have high self-confidence and have high motivation they will achieve a better achievement in writing. Thus, it can be predicted theoretically, the students' self-confidence and motivation have positive correlation with writing ability.

### **K. The Operational Concept and Indicators**

The operational concept is the concept used to clarify the theories used in this research to avoid misunderstanding and misinterpretation. Based on the



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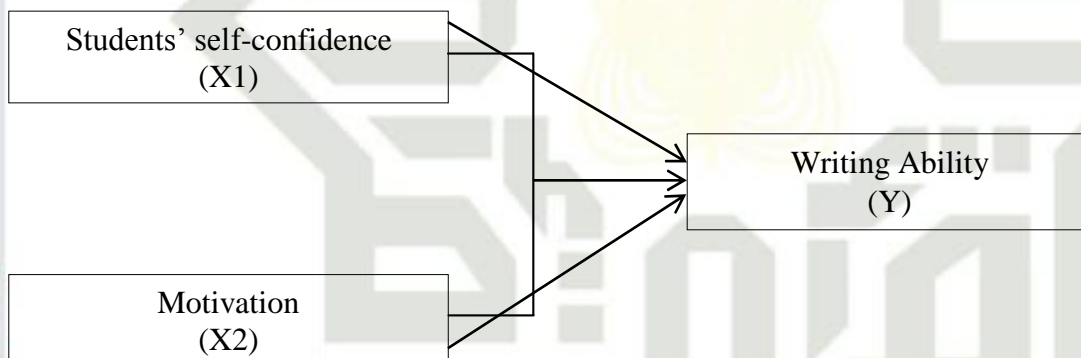
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title “The Influence of Students’ Self-Confidence and Motivation on Their Writing Ability at SMAN 1 Benai”, three variables are present in this research.

1. The students’ self-confidence as an independent variable (X)
2. The students’ motivation as an independent variable (X)
3. Students’ writing ability as the dependent variable (Y).

**Figure II. 1**

The operational concept in this research can be seen in the table below:



The indicators of the variables used in this research are presented below:

**1. The Indicator of Variable X1 and X2 (Self-Confidence and Motivation)**

**a. Self-Confidence**

The students have high self-confidence towards writing

- 1) The students believe they can write well.
- 2) The students are optimistic in writing.

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- 3) The students are rational and realistic with the result of their writing.

**b. Motivation**

The students have high motivation towards writing

- 1) The students are willing to do writing.
- 2) The students are ambitious in writing.
- 3) The students have high-level effort in writing.

**2. The Indicator of Variable Y (Writing Ability)**

- a. The students' ability to identify the orientation, events, and re-orientation
- b. The students' ability to identify the general structures of analytical exposition text
- c. The students' ability to identify the language features of analytical exposition text
- d. The students' ability to identify the re-orientation of analytical exposition text
- e. The students' ability to identify transition signal in every paragraph
- f. Students can write grammatically
- g. Students can alter the vocabulary of the text in writing recount text.

**L. Assumptions and Hypotheses****1. The Assumptions**

Generally, the assumptions of this study can be exposed as follows:

- a. Students' writing ability is various.

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- b. Students' self confidence in writing is different from each other.
- c. Students' motivation in writing is different from each other.
- d. Students' anxiety in writing is different from each other.
- e. There is a significant influence of students' affective filter on their writing ability

## 2. The Hypotheses

The Hypotheses of the research are as follows:

Ho1 : There is no significant influence of students' self- confidence on their writing ability at SMAN 1 Benai

Ha1: There is a significant influence of students' self- confidence on their writing ability at SMAN 1 Benai

Ho2 : There is no significant influence of motivation on their writing ability at SMAN 1 Benai.

Ha2 : There is a significant influence of motivation on their writing ability at SMAN 1 Benai

Ho3: There is no significant influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai

Ha3 : There is no significant influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai.



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## CHAPTER III

### RESEARCH METHODOLOGY

This chapter contains the research design including how the sample was taken and how data were gathered. How the data were analyzed is also described on the basis of the collected data corresponding to the research questions. First of all, the chapter begins with the approach or method used in the research.

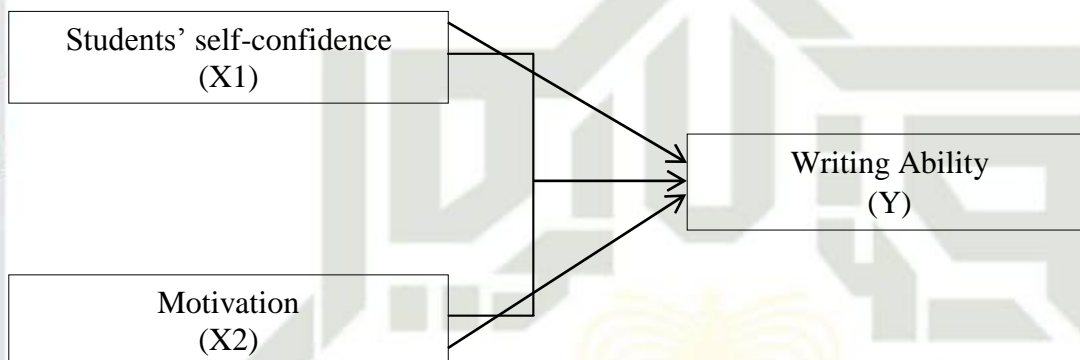
#### A. Research Design

This is quantitative research in the form of a correlational study. A correlational study is a study of a systematic relationship between two or more variables engaged with the area of statistics in order to answer the questions of the variable in the data (Butler, 1985: 137). Besides, the linear relationship between two or more variables is analyzed by employing correlation analysis (Pallant, 2010: 121).

This research was aimed to find out the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai. According to Fraenkel and Wallen (2009, p. 39), a variable is a concept that stands for variation within a class of objects. Independent variables are those the investigators choose to study (and often manipulate) in order to assess their possible effect(s) on one or more variables. An independent variable is presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991: 36). In this research, students' self-confidence and motivation are the independent variables (X1 and X2) whereas writing ability is treated as the dependent variable (Y).

**Figure III. 1**

The variables involved in this research are shown below on the basis of the research design according to Hatch and Farhady (1982).



Where:

X1 : Students' Self-Confidence

X2 : Motivation

Y : Writing Ability

## **B. Research Site**

The research was carried out at SMAN 1 Benai which is located at No. 1 Soekarno-Hatta Street, Benai Sub-district, Kuantan Singingi Regency from January to March 2021.

## **C. Population and Sample of the Research**

### **1. Population**

The population of this study was the second year students of SMAN 1 Benai in the academic year 2020/2021. There were six classes consisting of

Mathematics and Natural Science (MIPA) and Social Science (IPS). Gay (2000) defined that population is part of the sample comprising the individual's item or events selected from a larger number. The population of the research is shown in the following table:

**Table III. 1 Population of the research**

No	Classes	Number of Students
1	XI MIPA 1	35
2	XI MIPA 2	36
3	XI MIPA 3	35
4	XI MIPA 4	35
5	XI IPS 1	32
6	XI IPS 2	35
Total		208

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## 2. Sample

**Table III. 2 The total sample of the second year students of SMAN 1 Benai**

No.	Classes	Number of Students or Population (N)	Sample size (S)
1	XI MIPA 1	35	9
2	XI MIPA 2	36	9
3	XI MIPA 3	35	9
4	XI MIPA 4	35	9
5	XI IPS 1	32	8
6	XI IPS 2	35	9
<b>TOTAL</b>		<b>208</b>	<b>53</b>

As shown in the above table the total of the population is 208 students. Siregar (2013: 30) states that sample is part of the representative of the research population to be used to find the characters from the population. Since the population was large, simple random sampling technique was applied to determine the sample. Singh (2006) defined simple random sampling technique is a technique of taking a sample by random due to all the population have the same characteristics and chance to be selected.

According to Creswell (2012, p.143), any individual has the same probability to be the participant. So, in this research, the writer chose the

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students from each class. Then, Gay (2012) stated that the minimal percentage of choosing the sample in random sampling is 10% of the population. Moreover, if the subject is less than 100 people, all could be taken as the sample; if the subject is large or more than 100 people 10-15% or 20-25% or more can become the sample. Referring to Table III. The number of population is 208 and the sample taken is 53 (25%) which means 25% of the population was taken as the sample of the research.

#### **D. Subject and Object of the Research**

The subject of the research was the second year students of SMAN 1 Benai while the object of the research was the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai.

#### **E. Procedures of Collecting Data**

There were several procedures to pass through that were used in this research. Firstly, the writer prepared a writing test for the students to do. Secondly, the writer asked the students to do a writing test in the classroom based on the material given by the writer. Next, the writer collected the results of the writing test. Then, the students' works were given to the raters for correction. The raters were two lecturers of English Department UIN Suska Riau, Rizki Gushendra, M.Ed and Novri Astari Ihsan, M.Pd.

The last procedure was that the writer collected the scores of the students obtained from the two raters and they were divided into three parts. To know the

final scores of the students, the writer added them with the scores obtained from the raters, and then the average score of the students was found.

#### **F. Pilot Study**

In conducting the research, it is necessary to do a try out before distributing the questionnaire to the participants (Gay and Airasian (2000). Therefore, a try out was administered to find out the reliability and the validity of the instrument to the sampled class. Before the questionnaire was distributed to the students, the questionnaire was piloted towards other students to know whether it was valid and reliable.

#### **G. Data Collection Technique**

In order to collect the data, two sets of questionnaires and a writing test were used in this research: The first questionnaire was used to obtain information about students' self-confidence and the second one was used to gain information about students' motivation. The writing test was administered to know the students' ability in writing.

##### **1. Questionnaire**

Fraenkel *et al.* (2012, p. 125) defined a questionnaire is a form or an answer sheet that the subject responds to it by marking it as a self-report to collect as participation where it is part of a study. In order to measure the students' self-confidence, a Likert scale was used with five options (Always) rated 5, (Often) rated 4, (Sometimes) rated 3, (Rarely) rated 2, and (Never)



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rated 1. This questionnaire was in the form of closed questionnaire distributed before doing the writing test. Further, the questionnaire of students' motivation also in the form of Likert Scale with five options as mentioned previously was measured by using Pearson Product Moment Correlation. The questionnaire was adapted from several experts: Paul Sander and Lalage Sanders (2006) and R.C. Gardner (2004).

Besides, there are several types of the questionnaire according to Muri (2005: 134) as follows:

Closed questionnaire, the questionnaire with alternative predefined answers where the respondents only choose the alternatives that have been provided. The students have no chance to give an explanation or the reason for responding to the questionnaire. In this research, the questionnaires were intended to measure students' self-confidence and motivation toward their writing ability.

Open questionnaire: This questionnaire provides an opportunity for students to express their opinions about something according to their views and abilities. Alternative answers are not provided. They create their own answers and sentences in their language. In short, the open questionnaire gives the students a chance to express their ideas or opinions.

The closed and open questionnaire: This questionnaire is a combination of the two forms that have been discussed. The students can choose whether

they give their opinions or point of views or not as the answer to the questionnaire items.

The following table shows the categories of Self-Confidence according to Burton and Plats (2006);

**Table III. 3 Self-confidence categories**

Score	Categories
80-100	Very high level
60-80	High level
40-60	Average
0-40	Very low

(Burton and Plats, 2006)

The following table presents the classification of students' motivation.

**Table III. 4 Classification of students' motivation**

Score level	Category
81-100	High
61-80	Medium
51-60	Low

The data obtained from the questionnaires was analyzed by using percentage analysis. The formula is shown as in the following:

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$$P = \frac{F}{N} \times 100$$

(Sudjono, 2008)

Where:

P: Percentage student's choice

F: Obtained frequency

N: Number of respondents

### 1. Writing Test

To know the students' ability in writing, a writing test was administered. Tuckman (1979) claims that test reliability means that a test is consistent in its result. In this research, the purpose of conducting the writing test was to know whether the writing test was readable or not. In addition, the writer had to give clear instructions to the students in order for them to understand the test and do it well. In the test, students were asked to write an analytical exposition essay related to the topic given "Bad Things about Smoking" with allotted time of 2x45 minutes in the online platform WhatsApp.

In order to measure the students' writing ability, the writer adapted the scoring system from Hughes (2003) as follows:



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**Table III. 5 The scoring system of writing**

No.	The Aspect of Writing to be Evaluated	The score range
1	Form (organization)	6: 5 : 4 : 3 : 2 : 1
2	Fluency (style and ease of communication)	6: 5 : 4 : 3 : 2 : 1
3	Vocabulary	6: 5 : 4 : 3 : 2 : 1
4	Grammar	6: 5 : 4 : 3 : 2 : 1
5	Mechanics	6: 5 : 4 : 3 : 2 : 1

(Adapted from Hughes, 2003)

To analyze the level writing ability of the students, the following formula was used

Score:  $O + F + V + G + M$

Note: O = Students' ability in organization

F = Students' ability in fluency

V = Students' ability in vocabulary

G = Students' ability in grammar

M = Students' ability in mechanics

(Adapted from Hughes, 2003)

To know the students' real score, the writer used the formula as follow:

$$RS = \frac{TS}{N} \times 100$$

Note:

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$RS$  = Real score of each individual

$TS$  = Total score of the aspects of writing

$N$  = Maximum score (25)

(Hatch and Farhady, 1982)

To know the mean score of the students, the following formula was applied:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$  = the average score of the test

$\sum x$  = the total score of the students

$N$  = the number of the students

(Hatch and Farhady, 1982)

The classification of the students' scores for the writing test are shown in Table

III.6 below:

**Table III. 6 Classification of students' score of writing ability**

Score	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very poor

(Adapted from Harris, 1989)

## H. Reliability and Validity

### 1. Reliability

Brown (2003) says that reliability has to do with the accuracy of the measurement. This kind of accuracy is reflected in obtaining similar results when the measurement is repeated on different occasions or with different instruments or by different persons. Brown (2003) states that the characteristic of reliability is sometimes termed consistency. To know the reliability of the questionnaire is generally accepted rule of thumb for describing internal consistency by using Cronbach alpha according to Siregar (2013:90-91):

- a. Determine the variance value of each question item

$$\sigma^2 = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{n}}{n}$$

- b. Determine the total variance value

$$\sigma_i^2 = \frac{\sum x^2 - \frac{(\sum x^2)}{n}}{n}$$

- c. Determine the reliability of instrument

$$r_{11} = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

n = The total of sample

X<sub>1</sub> = The respondents' answers to each item

ΣX = The total answer of the respondents' answers to each item



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$\sigma_t^2$  = The total variant

$\sum \sigma_b^2$  = The variant number of item

k = The total of item

$r_{11}$  = The coefficient reliability of instrument

**Table III. 7 The level of reliability**

Reliability	The level of reliability
>0.90	Very high
0.80-0.90	Highly
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliable

(Cohen et al, 2007)

To find out whether the questionnaire of self-confidence distributed to the students reliable or not, the SPSS program was used to calculate the results to obtain the degree of reliability and the results are presented in the following table:

**Table III. 8 Reliability analysis of students' self-confidence**

Reliability Statistics	
Cronbach's Alpha	N of Items
,841	24

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Table III.10 shows that the value of Cronbach alpha is 0.841 which indicates the reliability of students' self confidence questionnaire distributed to the students is highly reliable because the value is in the range of  $< 0.80$  which means the questionnaire is reliable and acceptable to be used as the instrument for data collection. To find out whether the questionnaire of the students' motivation distributed to the students reliable or not, the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table:

**Table III. 9 Reliability analysis of students' motivation**

Reliability Statistics	
Cronbach's Alpha	N of Items
,879	22

Table III.9 shows the value of Cronbach alpha is 0.879 which indicates the reliability of motivation questionnaire distributed to the students is highly reliable because the value is in the range of  $< 0.80$  which means the questionnaire is reliable and acceptable to be used as the instrument for data collection.

## 2. Validity

Creswell (2008) states that validity is the individual's score from an instrument that makes sense, meaningful and enable the researcher to draw good conclusions from the sample being studied. It means that validity is the

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extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Gronlund (1976: 81-97) as cited in AjengDesy H (2009) claims that there are three basic types of validity that are commonly used in the field of education and psychology as follows:

a. Content validity

Content validity may be defined as the extent to which a test measures a preventative sample of the subject-matter comment and the behavioral changes under consideration.

b. Criterion-related Validity

Criterion-related validity is the extent to which the test performance is related to some other valued measured performance whenever the test scores are not to be used to predict the future performance on some valued measure other than itself.

c. Construct validity

Construct validity may be defined as the extent to which the test performance can be interpreted in terms of certain psychological construct.

A number of factors tend to influence the validity of the test result.

Thus, the formula to know the validity of instruments is as follows:

$$r_{count} = \frac{n (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n (\sum X^2) - (\sum X)^2][n (\sum Y^2) - (\sum Y)^2]}}$$

Where:



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$n$  = The total of sample

$x$  = The score of respondent (respondents' answer)

$y$  = The total score of variable from responden to- $n$

Siregar (2013: 75) argued that a valid measure is if it successfully measures the phenomenon. Further, he also said that the valid instrument can be seen as follows:

Product moment correlation coefficient  $> r$ -table ( $\alpha: n - 2$ )  $n$  = number of samples.

- d. The value of  $\text{Sig} \leq \alpha$

To find out whether the questionnaire of self-confidence distributed to the students was valid or not, the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table:

**Table III. 10 The validity of self-confidence**

No Item	Pearson correlation ( $r_{\text{count}}$ )	Sig (2 failed)	R table	Interpretation
Aitem 1	0,455 <sup>*</sup>	0,044	0,444	Valid
Aitem 2	0,711 <sup>**</sup>	0,000	0,444	Valid
Aitem 3	0,500 <sup>*</sup>	0,025	0,444	Valid
Aitem 4	0,668 <sup>**</sup>	0,001	0,444	Valid

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No Item	Pearson correlation ( r <sub>count</sub> )	Sig (2 failed)	R table	Interpretation
Aitem 5	0,482 <sup>*</sup>	0,031	0,444	Valid
Aitem 6	0,617 <sup>**</sup>	0,004	0,444	Valid
Aitem 7	0,662 <sup>**</sup>	0,001	0,444	Valid
Aitem 8	0,580 <sup>**</sup>	0,007	0,444	Valid
Aitem 9	0,478 <sup>*</sup>	0,033	0,444	Valid
Aitem 10	0,516 <sup>*</sup>	0,020	0,444	Valid
Aitem 11	0,492 <sup>*</sup>	0,027	0,444	Valid
Aitem 12	0,125	0,599	0,444	Invalid
Aitem 13	0,486 <sup>*</sup>	0,030	0,444	Valid
Aitem 14	0,472 <sup>*</sup>	0,035	0,444	Valid
Aitem 15	0,537 <sup>*</sup>	0,015	0,444	Valid
Aitem 16	0,735 <sup>**</sup>	0,000	0,444	Valid
Aitem 17	0,468 <sup>*</sup>	0,037	0,444	Valid
Aitem 18	0,578 <sup>**</sup>	0,008	0,444	Valid
Aitem 19	0,134	0,574	0,444	Invalid
Aitem 20	0,550 <sup>*</sup>	0,012	0,444	Valid
Aitem 21	0,434	0,056	0,444	Invalid
Aitem 22	0,522 <sup>*</sup>	0,018	0,444	Valid

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No Item	Pearson correlation ( $r_{count}$ )	Sig (2 failed)	R table	Interpretation
Aitem 23	0,457 <sup>*</sup>	0,043	0,444	Valid
Aitem 24	0,120	0,614	0,444	Invalid

The table above shows that the self-confidence questionnaire consisting of 24 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 25.0 program version. The items are valid if r-obtained is smaller than  $\alpha$  ( $r_{obtained} < 0.05$ ). Table III.12 shows that r-obtained some items of the questionnaire are smaller than  $\alpha = 0.05$  but item 12, 19, 21 and 24 are invalid. Thus, the invalid items were not used and therefore deleted.

**Table III. 11 The validity of motivation**

No Item	Pearson correlation ( $r_{count}$ )	Sig (2 failed)	R table	Interpretation
Aitem 1	0,632 <sup>**</sup>	0,003	0,444	Valid
Aitem 2	0,635 <sup>**</sup>	0,003	0,444	Valid
Aitem 3	0,629 <sup>**</sup>	0,003	0,444	Valid
Aitem 4	0,624 <sup>**</sup>	0,003	0,444	Valid



No Item	Pearson correlation ( $r_{count}$ )	Sig (2 failed)	R table	Interpretation
Aitem 5	0,468 <sup>*</sup>	0,037	0,444	Valid
Aitem 6	0,198	0,403	0,444	Invalid
Aitem 7	0,579 <sup>**</sup>	0,008	0,444	Valid
Aitem 8	0,723 <sup>**</sup>	0,000	0,444	Valid
Aitem 9	0,581 <sup>**</sup>	0,007	0,444	Valid
Aitem 10	0,633 <sup>**</sup>	0,003	0,444	Valid
Aitem 11	0,653 <sup>**</sup>	0,002	0,444	Valid
Aitem 12	0,645 <sup>**</sup>	0,002	0,444	Valid
Aitem 13	0,509 <sup>*</sup>	0,022	0,444	Valid
Aitem 14	0,598 <sup>**</sup>	0,005	0,444	Valid
Aitem 15	0,344	0,137	0,444	Invalid
Aitem 16	0,469 <sup>*</sup>	0,037	0,444	Valid
Aitem 17	0,557 <sup>*</sup>	0,011	0,444	Valid
Aitem 18	0,520 <sup>*</sup>	0,019	0,444	Valid
Aitem 19	0,657 <sup>**</sup>	0,002	0,444	Valid
Aitem 20	0,490 <sup>*</sup>	0,028	0,444	Valid
Aitem 21	0,302	0,195	0,444	Invalid
Aitem 22	0,732 <sup>**</sup>	0,000	0,444	Valid

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Based on Table 3.11 it is clear that the students' motivation questionnaire that consisted of 22 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 25.0 program version. The items are valid if  $r$ -obtained is smaller than  $\alpha$  ( $r$ -obtained  $< 0.05$ ). Table III.13 Shows that  $r$ -obtained some items of the questionnaire are smaller than  $\alpha = 0.05$  but item 5, 15 and 21 are invalid. Thus, the invalid items were not used and therefore deleted.

### I. Data Analysis Technique

Data analysis is a device to determine the result of collected data. Creswell (2009) states standard deviation and range score for the independent variable (students' self-confidence and motivation) and for the dependent variable (writing ability) Then, additional analysis or hypothesis related variables or compared group in terms of variables can be drawn from the sample population (Creswell, 2009). This explanation implies that a result of research can be seen after data analysis by multiple regression being calculated by SPSS 23.

#### 1. Hypothesis Testing

This research tested hypothesis using simple linear regression and multiple linear regression. Arikunto (2013) said that the product moment is used to describe the strength between variables; while multiple regressions is used to describe the strength between two independent variables and one independent variable.

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The first hypothesis and the second hypothesis used a simple linear regression. Abdullah and Sutanto (2015:183) state that Simple linear regression is a method to know how a variable (X, independent variable) tells the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000:514) state that multiple regression is equation that uses variables that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. The use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data representing any scale of measurement and can be used to analyze the results of experimental and causal-comparative as well as correlational studies.

The main focus of regression in this study is the significant coefficient index and the nature of the influence of the independent variables on the dependent variable. Testing with the regression equation is shown below:

$$Y = a + \beta.X_1 + \beta_2 X_2 + \epsilon$$

Where:

a : Constant

Y : Writing ability

X<sub>1</sub> : Self-confidence

X<sub>2</sub> : Motivation



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$\beta_{1,2}$  : Regression coefficient

$\epsilon$  : Error

To obtain the conclusions from the analysis, the hypothesis testing is carried out first as a whole or simultaneously (F test) and partially (t test) including the determination coefficient test which is described as follows:

### 1. The Partial Test (t-test)

The t test is used to compare the average value of a sample with the other values. The t test is conducted to determine whether all the independent variables partially have a significant effect on the dependent variable.

$$T = \frac{\beta_n}{S\beta_n}$$

Where:

T = The value for testing

$\beta_n$  = The regression coefficient for each variable

$S\beta_n$  = The standard error of each variable

The test is carried out with a specified level of 95% with a significant level of 0.05% and the degree of freedom (df)  $n - k$  comparing t-count with t-table, so  $H_0$  is rejected and  $H_a$  is accepted. This means that the independent variable has a significant effect on the independent variable and does not have an influence on the dependent variable.

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## 2. The Simultaneous Test (F test)

The F test is used to determine whether the independent variables together have a significant effect on the dependent variable (Y). In other words, this F test can be used to determine whether a regression model can be used to predict a dependent variable or not. If  $\text{sig.} > 0.05$ ,  $H_0$  is rejected, it can be concluded that there is a significant influence of the independent variables simultaneously on the dependent variable.

$$F = \frac{\frac{r^2}{k}}{\frac{1 - r^2}{n - k - 1}}$$

Where :

F = F test

$R^2$  = The determinant Coefficient

K = The number of independent variables

n = The number of samples

## 3. The Determinant Coefficient ( $R^2$ )

Determinant coefficient ( $R^2$ ) is a coefficient that shows the degree of the percentage of the independent variables. The greater the coefficient of determination, the better the independent variable explains the dependent variable; thus, the resulting regression is good for systematizing the dependent variable values. The coefficient of determination ( $R^2$ ) is a tool to show the

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amount of the contribution of the independent variables in the dependent variable (Sugiyono, 2018).

- a. The results of the computation on SPSS for the next regression analysis is aimed to find out the path analysis and compare the probability value of 0.05 and the probability value of sig on the basis of decision making as follows: If the probability value of 0.05 is smaller or equal to the probability value of Sig or  $[0.05 \leq \text{Sig}]$ , then  $H_0$  is accepted and  $H_a$  is rejected, meaning it is not significant.
- b. If the probability value of 0.05 is greater or equal to the probability value of Sig or  $[0.05 \geq \text{Sig}]$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning that it is significant.

c.

Furthermore, to analyze the data Pearson Product Moment on SPSS 25 program was used for analyzing research question. According to Hartono (2008), product moment correlation technique is used when the two types of the data correlated are interval. Therefore, to determine the level of correlation between the three variables, the following categories from Sugiyono (2015, p.231) was used:

**Table III. 12 The interpretation of correlation coefficient**

No.	Coefficient Interval	Level of Correlation
1	0.00-0.199	Very low
2	0.20-0.399	Low



3	0.40-0.599	Medium
4	0.60-0.799	Strong
5	0.80-1.00	Very strong

According to Siregar (2013, p.150),  $H_0$  is accepted if the significance 2- tailed value is bigger than  $\alpha$  ( $\text{sig-t} > \alpha$ ), in this case  $\alpha$  value is 0.05.

Statistically, the hypotheses are:

$H_{02}$  is accepted if  $\text{sig} \geq \alpha$  : There is no significant influence of students' self-confidence on their writing ability at SMAN 1 Benai

$H_{a2}$  is accepted if  $\text{sig} < \alpha$  : There is a significant influence of students' students' self-confidence on their writing ability at SMAN 1 Benai

$H_{03}$  is accepted if  $\text{sig} \geq \alpha$  : There is no significant influence of motivation on their writing ability at SMAN 1 Benai

$H_{a3}$  is accepted if  $\text{sig} \geq \alpha$  : There is a significant influence of motivation on their writing ability at SMAN 1 Benai.

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## CHAPTER 5

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter provides the conclusions based on the data analysis and presentation in the previous chapter. The implications of the findings of the study are also given followed by recommendations on the basis of the conclusions.

#### A. Conclusions

Based on the data analysis described in chapter IV on the basis of data collection using two sets of questionnaire and a writing test, some conclusions can be drawn about the influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai.

1. There is significant influence of students' self-confidence on their writing ability at SMAN 1 Benai. This result was evident from the value of  $t\text{-count } 3.383 > t\text{-table } 2.009$  with a sig value of  $0.001 < 0.05$  with a regression coefficient value that was positive, which means that the increase of students' self-confidence would result in the increase of their writing ability.
2. There is a significant influence of students' motivation on their writing ability at SMAN 1 Benai. This result was evident from the value with  $t\text{-count } 3.977 > t\text{-table } 2.009$  or sig of  $0.000 < 0.05$  with the regression coefficient value which was positive, which means that the increase of students' motivation would increase their writing ability.
3. There is a significant influence of students' self-confidence and motivation on their writing ability at SMAN 1 Benai. This result was evident from the

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Significance value of the F-test of 0.000 which means that it was greater than 0.05. The results of the analysis also obtained an R-square value of 0.532, which means that the variables of students' self-confidence and motivation together had an influence on students' writing ability at SMAN 1 Benai reaching 53.2%. The remaining 46.8% was explained by other variables which were not examined in this study.

4. The students' writing ability was varied and improvement for better scores is absolutely needed. This result was proven by the maximum score of students' writing ability that was 77 and the minimum score of 39. In addition, the mean score of students' writing ability was 59,1698 with the standard deviation of 10,38256 with 39,00 for the range and 3136,00 for the sum.

**B. Implications**

Referring to the findings of the study which have proven that self-confidence and motivation gave a positive influence to students' writing, implications of the findings need to be mentioned in this research. It is clear that self-confidence and motivation have contributed to the improvement of students' writing ability that could be seen from their scores in writing. Therefore, English teachers as facilitators are required to deal and concern with the students' socio-psychological matters since both self-confidence and motivation are parts of psychology. Therefore, it is important for English teachers to know and understand the students' characters individually to teach them in better learning process and environment for better achievement in learning. As a facilitator in



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learning process, it is important for every teacher to create friendly learning atmosphere in that students are given freedom to express ideas and ask questions when teaching and learning are taking place. Of course, every student has their own characters and ability in language learning. There are students who are fast to learn and easy to understand the material being presented and there are also students who are quite slow to understand the material being taught by the teacher. Therefore, it is the teacher's responsibility to build an enjoyable learning process and interesting classes to motivate the students to learn and to encourage them to be confident in learning.

In addition, the students as a center of learning are expected to practice more writing to get a good writing skill. To arrive at this point, the teacher needs to be skillful in preparing good writing materials for the students' level. More importantly, the English teacher should have good knowledge about writing as it is the most difficult skill to possess of the four language skill as most people say. On the part of the students, they should always be confident and motivated to learn in order to achieve their learning goals. Self-confidence and motivation can be obtained when students always think positively about themselves.

### C. Recommendations

In conjunction with the conclusions drawn from the findings of the study, necessary recommendations are provided especially addressed to the English teachers and other people who would like to undertake similar research with different topics.

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### 1. The English Teacher

The teacher in class is the person who directs, teaches and manages the class towards the achievement of learning goals, S/he is the person who is more responsible for the success of the students s/he teaches. Therefore, it is recommended that s/he keeps developing himself/herself to enhance his/her professionalism as an English teacher. It is also recommended that s/he not only teaches all skills integratedly, but also gives students more home assignments in addition to class assignments especially assignments dealing with writing.

### 2. The school

The school is the institution being responsible for the success of all students of every level to be successful in learning. Students' self-confidence and motivation are influenced by not only how the teacher teaches using appropriate materials but also how the teacher encourages the students to be confident and motivated in learning. Since the four skills are taught integratedly, it seems that the teaching hours for the English subject are not sufficient to develop the students' skills. Therefore, it is recommended that the school has a add policy to add more teaching hours for the English subject per week so that students can have time to improve their English especially productive skills in addition to the receptive skills.

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3. The other writer or researcher

Teachers in doing their job as educators are not only expected to be good at teaching but also involve themselves in doing research especially action research in order to improve their teaching. Therefore, it is highly recommended that the next researcher (s) will conduct relevant research may be of similar topic or action research as strongly suggested. It is recommended that teachers do an action research together or collaboratively so that they know the strengths and weaknesses of their teaching for improvement to be made.



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# Appendices

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## Appendix 1.

### QUESTIONNAIRE OF SELF-CONFIDENCE Adapted from Paul Sander and Lalage Sanders (2006)

This questionnaire is for the purpose of research only that is to investigate the students' self-confidence and nothing to do with your grade. The questionnaire consists of 24 questions and statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Name:.....

Class: .....

Gender: .....

No.	Self-Confidence items	1 (never)	2 (seldom)	3 (sometimes)	4 (often)	5 (always)
1.	Do you study effectively on your own in independent /private study?					
2.	I produce my best work under examination conditions					
3.	I respond to questions asked by a teacher in front of the class?					
4.	Do you manage your work load to meet coursework deadlines?					
5.	Do you ever give a presentation to a small group of fellow students?					
6.	I Attend most taught sessions					
7.	Do you attain good grades in your work?					
8.	Do you engage in profitable academic debate with your					



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Dilindungi Undang-Undang	peers?					
	Do you ever ask teachers questions about the material they are teaching, in a one-to-one setting?					
	10. Would you ask teachers questions about the material they are teaching, during teaching learning process?					
	11. Do you understand the material outlined and discussed with you by teachers?					
	12. I follow the themes and debates in lectures					
	13. I Prepare thoroughly for tutorials					
	14. Do you read the recommended background material?					
	15. Do you ever produce coursework at the required standard?					
	16. I write in an appropriate academic style					
	17. Do you ever ask for help if you don't understand?					
	18. I be ontime for teaching learning process					
	19. I make the opportunity of studying for degree at senior high school					
	20. Do you ever pass the assessment at the first attempt?					
	21. Do you ever plan appropriate revision schedules?					
	22. I remain adequately motivated throughout					
	23. I Produce your best work in coursework assignments					
	24. I attend tutorials					

## Appendix 2.

### QUESTIONNAIRE OF MOTIVATION Adapted from Gardner (2004)

This questionnaire is for the purpose of research only that is to investigate the students' motivation and nothing to do with your grade. The questionnaire consists of 22 statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Name: .....

Class: .....

Gender: .....

No.	Motivation Items	1 (never)	2 (seldom)	3 (sometimes)	4 (often)	5 (always)
1.	I don't get anxious when I have to answer a question in my English class.					
2.	I make a point of trying to understand all the English I see and hear.					
3.	I plan to learn as much English as possible.					
4.	Studying English is important because I will need it for my career.					
5.	Studying English is important because it will make me more educated.					
6.	I want to learn English so well that it will become natural to me.					
7.	Studying English is important because other people will respect me more if I know English.					
8.	Studying English is					

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10.	I have a hard time thinking of anything positive about my English class.					
11.	I have a strong desire to know all aspects of English.					
12.	I put off my English homework as much as possible					
13.	I would like to learn as much English as possible					
14.	I wish I could read newspapers and magazines in many foreign languages.					
15.	I sometimes daydream about dropping English.					
16.	English is a very important part of the school programme					
17.	If it were up to me, I would spend all of my time learning English					
18.	I keep up to date with English by working on it almost every day					
19.	I really work hard to learn English					
20.	I don't bother checking my assignments when I get them back from my English teacher					
21.	I would feel quite relaxed if I had to give street directions in English					
22.	When I am studying English, I ignore					

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distractions and pay attention to my task.					
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No.	Students							
		1	2	3	4	5	6	7
1	Student 1	5	4	4	5	4	5	4
2	Student 2	5	2	5	4	4	4	5
3	Student 3	5	4	4	5	5	3	4
4	Student 4	4	3	3	3	4	4	2
5	Student 5	5	1	3	5	5	3	2
6	Student 6	4	4	4	5	4	4	4
7	Student 7	3	3	5	4	3	4	4
8	Student 8	4	3	3	2	2	3	2
9	Student 9	4	4	5	4	5	5	4
10	Student 10	3	3	3	5	4	4	4
11	Student 11	4	2	3	3	4	3	4
12	Student 12	3	4	4	4	3	4	4
13	Student 13	5	4	3	5	4	5	5
14	Student 14	3	2	3	4	4	2	4
15	Student 15	5	5	4	5	5	5	4
16	Student 16	3	3	4	4	4	5	4
17	Student 17	3	4	3	3	4	4	3
18	Student 18	4	3	3	4	5	5	5
19	Student 19	5	4	3	5	5	5	4
20	Student 20	5	5	5	5	5	5	4
CA		82	67	74	84	83	82	76
Validity		0,455	0,711	0,500	0,668	0,482	0,617	0,662
Information		V	V	V	V	V	V	V
Variance of each item ( $\sigma_b^2$ )		0,69	1,03	0,61	0,76	0,63	0,79	0,76
Total varians ( $\sigma_t^2$ )		131,69						
Reliability ( $r_{11}$ )		0,84	(highly reliable)					

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Self-Confidence items										
8	9	10	11	12	13	14	15	16	17	18
4	5	4	2	1	4	4	3	4	5	4
4	4	4	4	1	2	4	4	4	5	4
3	4	5	4	1	5	5	5	4	5	5
1	3	3	4	3	2	4	2	2	2	4
4	1	4	2	5	2	3	3	2	2	2
5	2	4	2	5	4	4	4	3	2	4
3	4	3	3	5	5	3	4	5	5	5
1	5	2	1	2	5	3	1	3	5	2
4	3	4	5	2	4	4	2	4	4	4
5	2	5	4	2	3	3	4	4	3	5
1	1	2	3	4	3	5	4	4	5	5
1	4	3	3	2	4	3	4	4	4	5
3	4	4	5	2	5	4	4	5	4	5
2	2	3	2	1	2	3	5	5	4	5
5	4	3	3	5	5	4	4	5	5	5
2	2	3	4	2	3	5	5	5	4	5
1	4	4	5	1	5	4	3	3	3	5
1	2	4	2	3	4	5	5	4	4	5
4	5	5	5	3	4	5	5	5	3	5
5	5	5	5	5	4	5	5	5	5	5
59	66	74	68	55	75	80	76	80	79	89
0,580	0,478	0,516	0,492	0,125	0,486	0,472	0,537	0,735	0,468	0,578
V	V	V	V	D	V	V	V	V	V	V
2,35	1,71	0,81	1,54	2,29	1,19	0,60	1,26	0,90	1,15	0,85



Result of Try Out Test											
						CA					
19	20	21	22	23	24		1	2	3	4	
3	4	2	5	5	3	93	4	5	5	5	
2	4	2	4	2	3	86	5	4	4	3	
2	5	2	3	5	3	96	4	5	5	5	
1	4	1	3	2	1	65	4	5	5	5	
1	3	2	2	4	2	68	3	5	5	5	
1	3	3	3	3	1	82	4	4	4	4	
1	4	3	2	2	5	88	3	5	5	4	
2	3	1	2	3	5	65	2	4	3	3	
2	4	1	3	4	4	89	4	5	5	5	
3	4	2	3	4	1	83	5	5	4	3	
3	4	2	3	5	2	79	3	4	4	3	
3	5	4	3	3	1	82	3	5	5	5	
1	5	5	3	4	4	98	4	5	5	5	
4	4	1	3	4	3	75	3	5	5	3	
4	5	3	3	5	3	104	3	3	2	3	
2	5	2	3	4	1	84	2	5	5	2	
2	4	2	3	5	1	79	4	4	3	3	
1	4	2	3	4	1	83	5	4	4	4	
1	4	2	4	4	1	96	5	5	4	5	
2	4	2	4	5	2	107	5	5	4	5	
41	82	44	62	77	47	1702	75	92	86	80	
0,134	0,550	0,434	0,522	0,457	0,120		0,632	0,635	0,629	0,624	
D	V	D	V	V	D		V	V	V	V	
0,95	0,39	0,96	0,49	1,03	1,83	25,55	0,89	0,34	0,71	1,00	
							142,6475				
							0,88	(highly reliable)			



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#### Appendix. 4 Rejected Items of Self-Confidence Questionnaire

2. I follow the themes and debates in lectures (invalid)
9. I make the opportunity of studying for degree at senior high school (invalid)
1. Do you ever plan appropriate revision schedules? (invalid)
24. I attend tutorials (invalid)

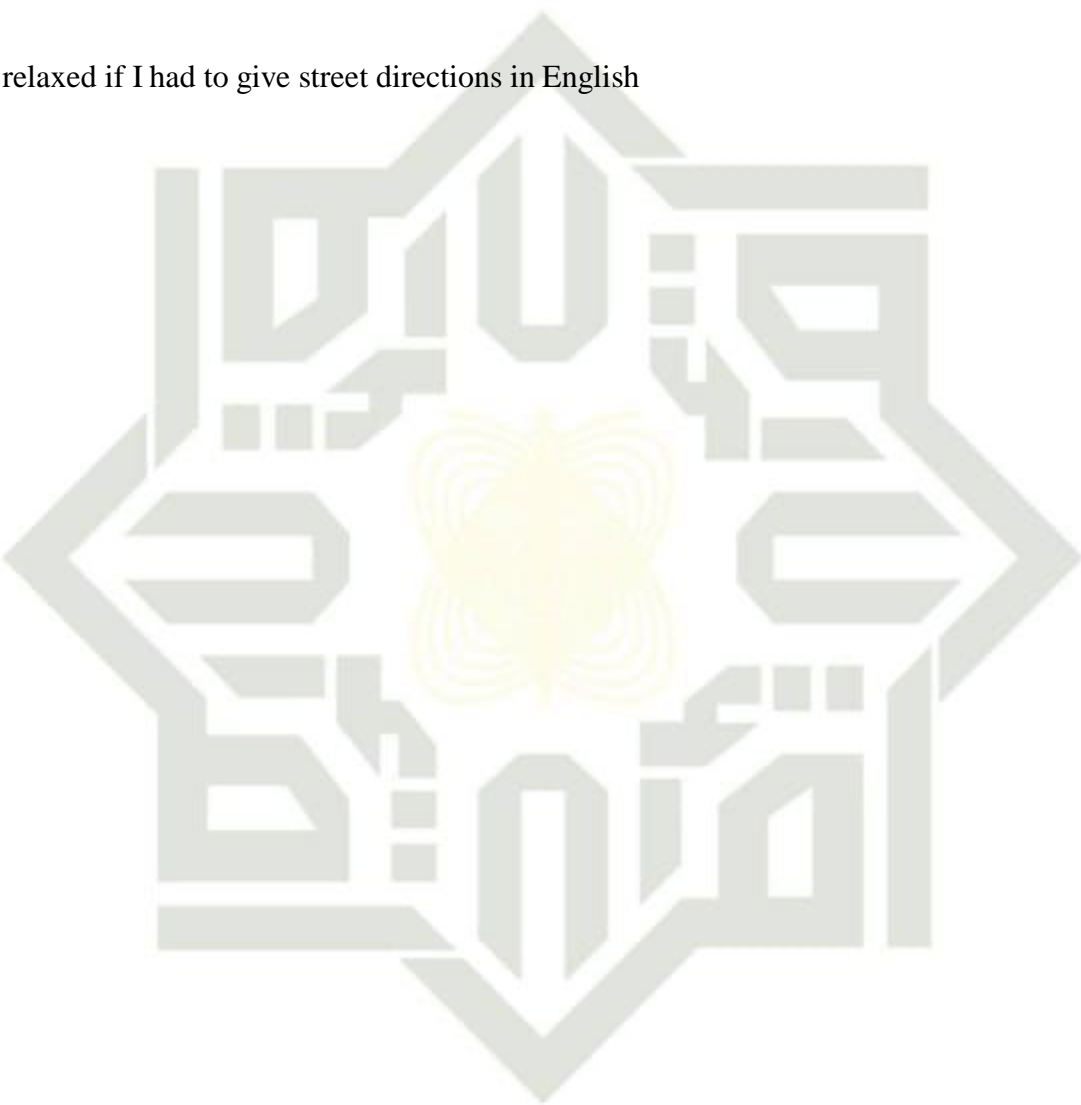
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**Appendix.5 Rejected Items of Motivation Questionnaire**

4. I want to learn English so well that it will become natural to me (invalid)
5. I sometimes daydream about dropping English (invalid)
1. I would feel quite relaxed if I had to give street directions in English



UIN SUSKA RIAU

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## Appendix.7

### QUESTIONNAIRE OF SELF-CONFIDENCE Adapted from Paul Sander and Lalage Sanders (2006)

This questionnaire is for the purpose of research only that is to investigate the students' self-confidence and nothing to do with your grade. The questionnaire consists of 24 questions and statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Name:.....

Class: .....

Gender: .....

No.	Self-Confidence items	1 (never)	2 (seldom)	3 (sometimes)	4 (often)	5 (always)
1.	Do you study effectively on your own in independent /private study?					
2.	I produce my best work under examination conditions					
3.	I respond to questions asked by a teacher in front of the class?					
4.	Do you manage your work load to meet coursework deadlines?					
5.	Do you ever give a presentation to a small group of fellow students?					
6.	I Attend most taught sessions					

**Hak Cipta Dilindungi Undang-Undang**

7.	Do you attain good grades in your work?					
8.	Do you engage in profitable academic debate with your peers?					
9.	Do you ever ask teachers questions about the material they are teaching, in a one-to-one setting?					
10.	Would you ask teachers questions about the material they are teaching, during teaching learning process?					
11.	Do you understand the material outlined and discussed with you by teachers?					
12.	I Prepare thoroughly for tutorials					
13.	Do you read the recommended background material?					
14.	Do you ever produce coursework at the required standard?					
15.	I write in an appropriate academic style					
16.	Do you ever ask for help if you don't understand?					
17.	I be ontime for teaching learning process					
18.	Do you ever pass the assessment at the first attempt?					
19.	I remain adequately					

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	motivated throughout					
20	I Produce your best work in coursework assignments					

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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## Appendix.8

### QUESTIONNAIRE OF MOTIVATION Adapted from Gardner (2004)

This questionnaire is for the purpose of research only that is to investigate the students' motivation and nothing to do with your grade. The questionnaire consists of 22 statements in the form of close-ended items. Choose the alternative which you think based on Likert-scale:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Name:.....

Class: .....

Gender: .....

No.	Motivation Items	1 (never)	2 (seldom)	3 (sometimes)	4 (often)	5 (always)
1.	I don't get anxious when I have to answer a question in my English class.					
2.	I make a point of trying to understand all the English I see and hear.					
3.	I plan to learn as much English as possible.					
4.	Studying English is important because I will need it for my career.					
5.	Studying English is important because it will make me more educated.					
6.	Studying English is important because					

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	other people will respect me more if I know English.					
	Studying English is important because it will allow me to meet and converse with more and varied people					
8.	Studying English is important because it will be useful in getting a good job.					
9.	I have a hard time thinking of anything positive about my English class.					
10.	I have a strong desire to know all aspects of English.					
11.	I would like to learn as much English as possible					
12.	I wish I could read newspapers and magazines in many foreign languages.					
13.	I sometimes daydream about dropping English.					
14.	English is a very important part of the school programme					
15.	If it were up to me, I would spend all of my time learning English					
16.	I keep up to date with English by working on it almost every day					
17.	I really work hard to learn English					
18.	I don't bother					



UIN SUSKA RIAU

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	checking my assignments when I get them back from my English teacher					
9.	When I am studying English, I ignore distractions and pay attention to my task.					

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Name:  
Class:

Write an essay of analytical exposition text by using the outline with the topic: Bad Things About Smoking!

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No.	Students					
		1	2	3	4	5
1	Selfi	3	3	3	3	3
2	Prespi Julihsasti	4	5	4	4	5
3	Mei Dya Ardianis	3	4	5	3	3
4	Tri Putri angelina Rani	3	3	3	3	3
5	Ejma Rukma Lina	5	5	5	4	5
6	Chervionita	4	4	4	4	4
7	Ditri Noviana	3	3	3	3	2
8	Nessa Nabila	4	3	3	3	3
9	Eprinta Gurusinga	3	5	3	3	3
10	Betri Famila Sari	5	5	5	5	3
11	Robiyanto	3	3	3	3	3
12	Ezza Daffa Felliza	3	4	5	5	3
13	Putri Rahma Danti	3	3	3	5	3
14	Asnita	5	3	5	2	3
15	Sherly Nur Winarsih	5	5	5	4	5
16	Ahmad Fadil	3	3	3	3	2
17	Yani Amelia	4	4	4	5	5
18	Vidiatul Rauda	5	5	5	5	5
19	Indria Sesti	3	3	3	2	2
20	Afifa Hanum	3	5	3	5	5
21	Sulmi Andriani	5	5	5	4	4
22	Wirsa Andani	3	3	3	2	3
23	Sri Yani Ningsih	5	4	5	5	5
24	Merlein Kantica	3	4	4	4	3
25	Tria Kontesa	3	5	5	5	3
26	Vonny Melia Putri	4	5	5	5	5
27	Julia Tri Irpa	3	2	3	2	3
28	Diva	3	3	3	3	3
29	Jusnia Nur Rezki	4	4	4	4	4
30	Rihan	3	3	3	3	4
31	Windy Widya Ningrum	3	3	5	5	4
32	May Rike Susanti	4	5	4	2	3
33	Mailin Maulina	3	4	4	5	4
34	Rahmah Ikhwatul Risda	3	3	3	3	3
35	Dewi Janrika	5	5	4	5	3
36	Nur Atiera	3	3	2	4	4
37	Dwi Adelia Putri	3	3	5	3	3
38	Aldhie Fharas	3	4	4	4	3
39	Deris Sambapordi	3	3	2	4	4
40	Ernilen	3	4	5	5	4
41	Afrizal Dino Pasaribu	4	3	3	4	3
42	Anjelisa Pebrianti	5	5	5	5	5
43	Dodi Rahmadi	3	3	3	4	3
44	Ronaldi	5	5	5	5	5
45	Irfan Simamora	3	3	4	3	3
46	Beno Akri	2	3	2	3	3

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

47	Asti Elpi Ningsih	4	3	4	5	3
48	Andrianto	3	3	3	4	3
49	Audi Rahmadina	3	3	4	3	3
50	Fandri Noptriawan	5	5	5	5	5
51	Irni Puspita Sari	3	3	3	3	3
52	Renanda Hartono	3	5	4	4	3
53	Mayka Fingka Yantika	4	5	4	5	5
	<b>Validity</b>	0,6196	0,6849	0,5022	0,6732	0,7823



UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Self-Confidence items (X1)								
6	7	8	9	10	11	12	13	14
3	3	3	4	3	3	3	3	2
4	4	5	5	3	3	5	5	5
2	4	5	4	3	3	3	4	3
3	4	4	3	3	4	3	3	3
5	5	5	3	5	5	5	3	5
4	4	4	4	4	4	4	4	4
3	4	2	3	3	4	4	3	3
3	4	3	3	3	3	3	3	3
3	3	3	3	3	4	3	5	3
5	4	3	5	5	5	4	4	5
3	3	2	3	2	3	3	3	3
5	5	3	3	4	3	3	4	3
5	4	5	5	3	3	4	5	5
3	3	3	3	3	3	4	3	3
5	5	5	5	4	5	5	5	5
3	3	3	3	3	3	3	3	2
5	5	4	5	5	5	4	5	5
5	5	5	5	4	5	5	5	5
3	3	2	2	3	3	2	3	3
5	4	2	5	5	5	5	5	5
3	3	3	3	4	4	5	3	5
3	3	4	4	3	3	4	3	3
5	5	4	3	5	5	4	3	3
3	4	4	4	4	4	4	4	3
3	5	3	2	3	5	3	3	2
4	5	3	2	3	4	5	3	5
3	3	2	4	3	3	3	2	3
5	3	3	3	3	4	4	3	2
3	4	4	4	4	4	4	4	4
3	3	5	5	3	3	5	5	5
3	3	5	5	4	5	5	5	5
4	4	3	4	5	4	5	4	5
5	4	5	5	5	5	5	5	5
3	3	3	3	4	3	3	3	3
5	5	3	5	5	3	5	3	5
3	3	3	3	5	5	5	5	5
3	3	3	3	4	4	5	3	3
3	3	5	4	3	3	3	3	3
3	3	5	5	5	4	5	5	3
5	4	3	3	3	4	3	3	2
4	4	3	3	3	3	3	3	3
5	5	5	3	4	5	5	5	5
3	3	3	3	4	3	3	3	2
5	5	5	5	5	4	5	5	5
3	3	3	4	3	5	5	5	5
3	4	5	5	4	5	4	5	5

3	3	3	3	5	5	5	5	3
5	5	3	3	4	3	4	4	4
3	3	2	3	4	3	3	2	2
5	5	5	3	5	5	4	5	5
3	3	3	3	4	3	3	3	3
4	3	3	3	3	3	3	5	5
3	3	3	2	4	4	3	3	3
0,6931	0,6661	0,5926	0,5328	0,5904	0,6477	0,7548	0,6385	0,8199



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

						CA	%
15	16	17	18	19	20		
3	3	3	3	3	3	60	60,00
5	4	5	5	5	5	90	90,00
3	3	3	3	3	3	67	67,00
3	4	3	3	3	3	64	64,00
5	5	5	4	5	5	94	94,00
4	4	4	4	4	4	80	80,00
3	4	3	2	3	3	61	61,00
4	3	3	3	3	3	63	63,00
3	3	3	3	5	3	67	67,00
3	5	5	4	4	5	89	89,00
3	3	3	3	3	3	58	58,00
3	3	3	3	4	3	72	72,00
4	5	5	4	4	4	82	82,00
3	3	3	3	3	3	64	64,00
5	5	5	5	5	5	98	98,00
3	4	3	3	3	3	59	59,00
4	3	5	5	4	5	91	91,00
5	5	5	3	5	5	97	97,00
3	3	3	3	3	3	55	55,00
5	5	5	5	5	5	92	92,00
3	4	5	4	5	5	82	82,00
3	5	3	4	3	4	66	66,00
3	3	5	5	4	5	86	86,00
3	3	4	4	4	4	74	74,00
3	5	3	3	3	3	70	70,00
5	5	5	5	5	5	88	88,00
3	3	3	3	3	3	57	57,00
5	4	3	3	3	3	66	66,00
4	4	3	4	4	4	78	78,00
5	5	3	5	3	3	77	77,00
5	4	4	5	5	5	88	88,00
5	5	3	4	5	3	81	81,00
5	3	3	4	3	4	86	86,00
3	3	3	3	3	3	61	61,00
5	5	4	5	5	5	90	90,00
5	3	4	3	3	4	75	75,00
3	4	3	3	3	3	67	67,00
3	3	3	3	3	3	66	66,00
3	4	5	4	3	3	76	76,00
3	3	3	3	4	5	72	72,00
3	4	4	4	3	4	68	68,00
5	5	5	3	4	5	94	94,00
3	4	3	3	3	3	62	62,00
5	5	5	4	4	4	96	96,00
5	5	5	4	5	3	79	79,00
5	4	5	4	3	5	79	79,00





4	3	3	3	3	3	73	73,00
5	3	4	3	3	4	73	73,00
4	3	2	2	3	3	58	58,00
5	5	5	3	3	5	93	93,00
3	3	3	3	3	3	61	61,00
5	5	3	3	3	3	73	73,00
2	3	3	3	3	4	69	69,00
0,6679	0,5901	0,8155	0,6807	0,6974	0,8102	3987,0000	75,2264
						75,2264	



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Information							
	1	2	3	4	5	6	7
High Level	3	3	3	3	3	3	3
Very High Level	4	4	4	4	4	4	4
High Level	3	5	5	5	5	5	5
High Level	4	4	4	3	4	3	3
Very High Level	5	5	5	5	5	5	5
Very High Level	4	5	5	3	5	5	5
High Level	3	3	4	3	4	3	4
High Level	3	3	3	3	3	3	4
High Level	5	3	5	5	5	3	5
Very High Level	5	5	4	5	5	4	4
Average Level	3	3	5	5	4	3	3
High Level	4	3	4	3	5	5	5
Very High Level	3	3	5	3	5	3	3
High Level	3	3	3	3	3	3	3
Very High Level	5	5	4	5	5	5	4
Average Level	3	3	4	3	5	3	3
Very High Level	3	5	5	5	5	5	3
Very High Level	5	5	4	5	5	5	5
Average Level	3	4	3	3	3	3	5
Very High Level	5	5	5	5	5	5	5
Very High Level	5	5	5	5	5	5	3
High Level	3	3	5	5	5	5	5
Very High Level	3	4	3	4	3	3	5
High Level	3	3	3	3	3	3	4
High Level	3	5	5	3	3	3	3
Very High Level	5	3	5	5	5	5	3
Average Level	3	3	3	4	3	3	3
High Level	3	5	3	4	3	3	3
High Level	4	4	3	3	3	4	3
High Level	5	5	5	5	5	5	5
Very High Level	3	3	3	3	3	3	3
Very High Level	3	5	4	5	4	5	5
Very High Level	5	5	5	3	5	3	3
High Level	5	5	5	5	4	5	5
Very High Level	3	5	5	5	5	5	5
High Level	4	5	5	5	5	5	5
High Level	3	5	3	3	5	3	3
High Level	5	4	5	5	5	3	5
High Level	5	5	3	5	3	3	3
High Level	3	3	4	3	3	3	3
High Level	5	5	4	3	4	3	3
Very High Level	4	5	5	5	5	4	3
High Level	3	4	4	3	5	5	4
Very High Level	3	4	3	3	3	5	3
High Level	3	3	3	3	5	5	5
High Level	5	3	3	3	3	3	3

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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High Level	3	3	3	3	3	3	3
High Level	3	4	3	3	4	4	3
Average Level	3	3	3	3	3	2	3
Very High Level	5	5	4	3	5	3	5
High Level	3	3	4	3	2	3	3
High Level	3	3	3	3	3	4	3
High Level	3	3	3	3	3	3	3
High Level	0,5879	0,7031	0,6256	0,6738	0,7256	0,6510	0,6281

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UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Motivation items (X2)								
8	9	10	11	12	13	14	15	16
3	3	3	3	3	3	3	3	3
4	4	4	4	4	3	4	4	3
5	1	5	5	5	1	5	5	3
3	3	4	3	3	3	4	3	3
4	3	4	5	5	5	5	5	4
5	5	5	5	5	5	5	5	3
3	3	4	4	4	3	4	3	4
4	3	4	3	4	3	4	4	4
3	3	5	4	3	5	3	5	4
4	4	3	4	4	5	4	5	5
4	3	3	3	4	3	3	3	4
5	5	4	4	3	4	4	3	4
4	2	5	3	5	2	3	2	5
2	2	3	3	3	3	3	3	4
5	3	5	5	5	4	4	5	3
2	1	2	3	3	3	3	4	3
3	3	4	4	3	3	3	3	5
4	5	5	5	5	3	5	5	5
2	2	2	1	2	5	3	4	3
5	4	5	5	5	5	5	3	5
5	2	5	4	5	5	5	4	5
5	1	5	5	5	4	5	5	4
5	4	5	3	3	3	3	5	4
4	3	2	3	3	3	4	2	3
2	3	2	4	3	3	3	3	3
3	3	3	3	3	3	3	3	4
2	2	3	3	3	2	4	3	3
3	2	3	4	3	2	4	5	5
3	3	3	3	3	3	3	2	2
3	3	3	3	4	4	5	3	3
3	5	4	5	5	4	5	2	3
3	4	4	3	5	5	5	5	5
5	3	3	3	5	5	3	3	3
3	5	5	4	5	5	5	5	4
5	5	5	5	5	5	5	5	5
4	5	5	3	3	3	3	4	5
4	2	3	5	4	3	5	3	3
5	5	4	5	5	5	5	5	3
3	5	3	3	3	4	3	4	5
2	2	3	3	3	3	3	3	3
5	5	4	5	4	5	3	5	5
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	2
3	3	4	3	3	4	5	4	5
4	4	5	5	5	5	4	4	5
4	3	4	3	3	3	3	2	3

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3	3	3	3	3	3	3	3	3
3	3	3	3	4	3	3	3	4
2	4	3	2	4	3	3	3	3
5	5	5	5	5	5	3	5	4
3	3	2	3	4	3	3	2	3
3	3	3	4	3	3	3	3	3
3	3	3	3	2	2	3	2	3
0,6933	0,5162	0,6975	0,7172	0,7420	0,6653	0,6499	0,7315	0,4718



UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

			CA	%	Information
17	18	19			
3	3	3	57	60,00	Low
4	3	4	73	76,84	Medium
5	4	5	82	86,32	High
3	1	3	61	64,21	Medium
5	5	5	90	94,74	High
4	4	4	87	91,58	High
4	3	3	66	69,47	Medium
4	3	3	65	68,42	Medium
3	3	5	77	81,05	High
3	5	5	83	87,37	High
3	3	5	67	70,53	Medium
3	3	3	74	77,89	Medium
1	3	2	62	65,26	Medium
4	3	5	59	62,11	Medium
4	5	5	86	90,53	High
3	3	3	57	60,00	Low
3	4	3	72	75,79	Medium
3	5	5	89	93,68	High
3	3	2	56	58,95	Low
4	3	5	89	93,68	High
4	4	5	86	90,53	High
4	3	3	80	84,21	High
3	3	3	69	72,63	Medium
3	4	4	60	63,16	Medium
4	4	5	64	67,37	Medium
3	3	5	70	73,68	Medium
3	2	3	55	57,89	Low
3	5	5	68	71,58	Medium
3	3	3	58	61,05	Medium
5	5	5	81	85,26	High
4	4	3	68	71,58	Medium
5	5	5	85	89,47	High
5	5	5	77	81,05	High
5	5	5	90	94,74	High
5	5	5	93	97,89	High
3	3	3	78	82,11	High
3	3	5	68	71,58	Medium
5	5	4	88	92,63	High
5	5	5	75	78,95	Medium
2	3	2	54	56,84	Low
5	5	5	83	87,37	High
5	5	5	91	95,79	High
3	3	3	79	83,16	High
3	4	3	68	71,58	Medium
3	4	4	79	83,16	High
3	2	3	59	62,11	Medium



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

Hak Cipta Dilindungi Undang-Undang

4	4	3	59	62,11	Medium
3	3	3	62	65,26	Medium
3	4	3	57	60,00	Low
5	3	5	85	89,47	High
4	3	3	57	60,00	Low
3	3	4	60	63,16	Medium
3	2	3	53	55,79	Low
0,6140	0,6443	0,6565	3811,0000	75,6902	Medium
			71,9057		

Hak Cipta Dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No.	Students	Criteria					Raw scores
		O	F	V	G	M	
1	Selfi	3	3	4	4	3	17
2	Prespi Julihsasti	5	4	4	4	4	21
3	Mei Dya Ardianis	4	4	4	4	4	20
4	Tri Putri angelina Rani	3	3	3	3	2	14
5	Ejma Rukma Lina	5	4	5	4	4	22
6	Chervionita	5	5	5	4	4	23
7	Ditri Noviana	3	3	2	2	2	12
8	Nessa Nabila	3	3	3	2	2	13
9	Eprinta Gurusinga	4	4	4	4	4	20
10	Betri Famila Sari	4	4	3	3	4	18
11	Robiyanto	3	3	3	2	2	13
12	Ezza Daffa Felliza	3	3	3	3	3	15
13	Putri Rahma Danti	4	4	4	4	4	20
14	Asnita	4	4	4	4	3	19
15	Sherly Nur Winarsih	5	5	5	4	4	23
16	Ahmad Fadil	4	3	3	2	2	14
17	Yani Amelia	3	4	3	3	3	16
18	Vidiatul Rauda	5	5	5	4	4	23
19	Indria Sesti	3	2	2	2	2	11
20	Afifa Hanum	5	5	5	4	4	23
21	Sulmi Andriani	4	4	4	4	4	20
22	Wirsa Andani	4	3	4	4	3	18
23	Sri Yani Ningsih	3	4	3	4	4	18
24	Merlein Kantica	3	3	3	3	3	15
25	Tria Kontesa	4	4	4	4	3	19
26	Vonny Melia Putri	4	4	5	4	3	20
27	Julia Tri Irpa	3	3	2	2	2	12
28	Diva	4	4	4	3	3	18
29	Jusnia Nur Rezki	4	4	4	3	3	18
30	Rihan	4	4	3	3	3	17
31	Windy Widya Ningrum	4	4	4	4	4	20
32	May Rike Susanti	4	4	4	4	3	19
33	Mailin Maulina	4	3	4	4	4	19
34	Rahmah Ikhwatul Risda	4	5	4	4	4	21
35	Dewi Janrika	5	4	5	4	4	22
36	Nur Atiera	3	3	3	3	2	14
37	Dwi Adelia Putri	3	3	3	2	2	13
38	Aldhie Fharas	4	3	3	4	3	17
39	Deris Sambapordi	4	4	3	3	3	17
40	Ernilen	4	4	3	3	3	17
41	Afrizal Dino Pasaribu	5	4	5	4	3	21
42	Anjelisa Pebrianti	4	5	5	4	4	22
43	Dodi Rahmadi	3	3	3	3	3	15
44	Ronaldi	3	3	3	3	3	15
45	Irfan Simamora	4	4	4	4	4	20
46	Beno Akri	3	3	4	3	3	16

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

State Islamic University of Sultan Syarif Kasim Riau

47	Asti Elpi Ningsih	4	3	3	3	3	16
48	Andrianto	4	4	3	3	3	17
49	Audi Rahmadina	3	3	4	3	3	16
50	Fandri Noptriawan	5	5	5	4	4	23
51	Irni Puspita Sari	4	4	3	3	3	17
52	Renanda Hartono	4	4	5	4	3	20
53	Mayka Fingka Yantika	3	3	2	2	2	12
	Total	203	197	195	178	168	941



UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Real Scores	Ability level
56,6667	Mediocre
70	Good
66,6667	Good
46,6667	Mediocre
73,3333	Good
76,6667	Good
40	Poor
43,3333	Mediocre
66,6667	Good
60	Mediocre
43,3333	Mediocre
50	Mediocre
66,6667	Good
63,3333	Good
76,6667	Good
46,6667	Mediocre
53,3333	Mediocre
76,6667	Good
36,6667	Poor
76,6667	Good
66,6667	Good
60	Mediocre
60	Mediocre
50	Mediocre
63,3333	Good
66,6667	Good
40	Poor
60	Mediocre
60	Mediocre
56,6667	Mediocre
66,6667	Good
63,3333	Good
63,3333	Good
70	Good
73,3333	Good
46,6667	Mediocre
43,3333	Mediocre
56,6667	Mediocre
56,6667	Mediocre
56,6667	Mediocre
70	Good
73,3333	Good
50	Mediocre
50	Mediocre
66,6667	Good
53,3333	Mediocre

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

59,3333	Mediocre
56,6667	Mediocre
59,3333	Mediocre
76,6667	Good
56,6667	Mediocre
66,6667	Good
40	Poor
3136,67	

ang-Undang

UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengesahkan dan menyebutkan sumber.

Hak Dilindungi Undang-Undang

No.	Students	Criteria					Raw scores
		O	F	V	G	M	
1	Selfi	4	4	4	4	3	19
2	Prespi Jul	5	5	4	4	4	22
3	Mei Dya	4	4	4	3	4	19
4	Tri Putri a	3	3	3	2	2	13
5	Ejma Ruk	5	5	5	4	3	22
6	Chervioni	5	5	5	4	4	23
7	Ditri Novi	3	3	3	2	2	13
8	Nessa Nat	3	3	3	2	2	13
9	Eprinta G	4	4	4	4	4	20
10	Betri Fam	4	4	4	4	4	20
11	Robiyanto	3	2	2	2	2	11
12	Ezza Daff	3	3	2	2	2	12
13	Putri Rah	4	4	4	4	3	19
14	Asnita	4	4	4	4	3	19
15	Sherly Nu	4	3	4	4	4	19
16	Ahmad Fa	4	3	3	2	3	15
17	Yani Ame	3	3	3	3	3	15
18	Vidiatul R	5	5	4	4	4	22
19	Indria Ses	3	3	2	2	2	12
20	Afifa Han	4	3	4	4	4	19
21	Sulmi An	4	4	4	3	4	19
22	Wirsa An	4	4	4	3	4	19
23	Sri Yani N	4	4	4	4	3	19
24	Merlein K	3	3	3	2	2	13
25	Tria Kont	4	4	4	4	3	19
26	Vonny Me	4	4	4	4	4	20
27	Julia Tri I	3	3	2	2	2	12
28	Diva	4	4	3	3	3	17
29	Jusnia Nu	4	3	3	3	3	16
30	Rihan	4	3	3	3	3	16
31	Windy Wi	4	3	4	4	4	19
32	May Rike	4	4	4	4	4	20
33	Mailin Ma	4	3	4	3	4	18
34	Rahmah I	4	4	4	4	4	20
35	Dewi Janr	4	4	4	4	4	20
36	Nur Atier	4	3	3	3	3	16
37	Dwi Adeli	4	4	3	3	3	17
38	Aldhie Fh	4	4	4	4	4	20
39	Deris Sam	3	3	3	3	3	15
40	Ernilen	3	3	3	3	3	15
41	Afrizal Di	4	4	4	4	4	20
42	Anjelisa P	4	4	4	5	4	21
43	Dodi Rah	4	3	4	4	4	19
44	Ronaldi	4	4	4	4	4	20
45	Irfan Sima	4	4	4	5	4	21



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

46	Beno Akri	4	4	4	4	4	20
47	Asti Elpi	3	3	3	3	3	15
48	Andrianto	4	3	3	3	3	16
49	Audi Rah	4	4	4	3	4	19
50	Fandri No	5	5	5	4	4	23
51	Irni Puspit	4	4	3	3	3	17
52	Renanda	4	4	4	4	4	20
53	Mayka Fir	3	3	2	2	2	12
	Total	204	193	189	178	176	940

UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mensertakan dan menyebutkan sumber.

Hak

Dilindungi Undang-Undang

Real scores	Ability level
63,33	Good
73,33	Good
63,33	Good
43,33	Mediocre
73,33	Good
76,67	Good
43,33	Mediocre
43,33	Mediocre
66,67	Good
66,67	Good
36,67	Poor
40,00	Poor
63,33	Good
63,33	Good
63,33	Good
50,00	Mediocre
50,00	Mediocre
73,33	Good
40,00	Poor
63,33	Good
63,33	Good
63,33	Good
43,33	Mediocre
63,33	Good
66,67	Good
40,00	Poor
56,67	Mediocre
53,33	Mediocre
53,33	Mediocre
63,33	Good
66,67	Good
60,00	Mediocre
66,67	Good
66,67	Good
53,33	Mediocre
56,67	Mediocre
66,67	Good
50,00	Mediocre
50,00	Mediocre
66,67	Good
70,00	Good
63,33	Good
66,67	Good
70,00	Good



UIN SUSKA RIAU



66,67	Good
50,00	Mediocre
53,33	Mediocre
63,33	Good
76,67	Good
56,67	Mediocre
66,67	Good
40,00	Poor
3133,333333	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber.

The Students' Average Scores from two Raters					
No.	Students	Real Scores		The Students	Ability
		R1	R2	Average	Level
				Scores from Two Raters	
1	Selfi	56,67	63,33	60,00	Mediocre
2	Prespi Julihsasti	70,00	73,33	71,67	Good
3	Mei Dya Ardianis	66,67	63,33	65,00	Good
4	Tri Putri angelina Rani	46,67	43,33	45,00	Mediocre
5	Ejma Rukma Lina	73,33	73,33	73,33	Good
6	Chervionita	76,67	76,67	76,67	Good
7	Ditri Noviana	40,00	43,33	41,67	Mediocre
8	Nessa Nabila	43,33	43,33	43,33	Mediocre
9	Eprinta Gurusinga	66,67	66,67	66,67	Good
10	Betri Famila Sari	60,00	66,67	63,33	Good
11	Robiyanto	43,33	36,67	40,00	Poor
12	Ezza Daffa Felliza	50,00	40,00	45,00	Mediocre
13	Putri Rahma Danti	66,67	63,33	65,00	Good
14	Asnita	63,33	63,33	63,33	Good
15	Sherly Nur Winarsih	76,67	63,33	70,00	Good
16	Ahmad Fadil	46,67	50,00	48,33	Mediocre
17	Yani Amelia	53,33	50,00	51,67	Mediocre
18	Vidiatul Rauda	76,67	73,33	75,00	Good
19	Indria Sesti	36,67	40,00	38,33	Poor
20	Afifa Hanum	76,67	63,33	70,00	Good
21	Sulmi Andriani	66,67	63,33	65,00	Good
22	Wirsa Andani	60,00	63,33	61,67	Good
23	Sri Yani Ningsih	60,00	63,33	61,67	Good
24	Merlein Kantica	50,00	43,33	46,67	Mediocre
25	Tria Kontesa	63,33	63,33	63,33	Good
26	Vonny Melia Putri	66,67	66,67	66,67	Good
27	Julia Tri Irpa	40,00	40,00	40,00	Poor
28	Diva	60,00	56,67	58,33	Mediocre
29	Jusnia Nur Rezki	60,00	53,33	56,67	Mediocre
30	Rihan	56,67	53,33	55,00	Mediocre
31	Windy Widya Ningrum	66,67	63,33	65,00	Good
32	May Rike Susanti	63,33	66,67	65,00	Good
33	Mailin Maulina	63,33	60,00	61,67	Good
34	Rahmah Ikhwatul Risda	70,00	66,67	68,33	Good
35	Dewi Janrika	73,33	66,67	70,00	Good
36	Nur Atiera	46,67	53,33	50,00	Mediocre
37	Dwi Adelia Putri	43,33	56,67	50,00	Mediocre
38	Aldhie Fharas	56,67	66,67	61,67	Good
39	Deris Sambapordi	56,67	50,00	53,33	Mediocre
40	Ernilen	56,67	50,00	53,33	Mediocre
41	Afrizal Dino Pasaribu	70,00	66,67	68,33	Good
42	Anjelisa Pebrianti	73,33	70,00	71,67	Good



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

43	Dodi Rahmadi	50,00	63,33	56,67	Mediocre
44	Ronaldi	50,00	66,67	58,33	Mediocre
45	Irfan Simamora	66,67	70,00	68,33	Good
46	Beno Akri	53,33	66,67	60,00	Mediocre
47	Asti Elpi Ningsih	53,33	50,00	51,67	Mediocre
48	Andrianto	56,67	53,33	55,00	Mediocre
49	Audi Rahmadina	53,33	63,33	58,33	Mediocre
50	Fandri Noptriawan	76,67	76,67	76,67	Good
51	Irni Puspita Sari	56,67	56,67	56,67	Mediocre
52	Renanda Hartono	66,67	66,67	66,67	Good
53	Mayka Fingka Yantika	40,00	40,00	40,00	Poor
Total		3136,67	3133,33	3135,00	
Average		59,18	59,12	59,15	Mediocre

UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No.	Students	Rater 1				
		O	F	V	G	M
1	Selfi	3	3	4	4	3
2	Prespi Julihsasti	5	4	4	4	4
3	Mei Dya Ardianis	4	4	4	4	4
4	Tri Putri angelina Rani	3	3	3	3	2
5	Ejma Rukma Lina	5	4	5	4	4
6	Chervionita	5	5	5	4	4
7	Ditri Noviana	3	3	2	2	2
8	Nessa Nabila	3	3	3	2	2
9	Eprinta Gurusinga	4	4	4	4	4
10	Betri Famila Sari	4	4	3	3	4
11	Robiyanto	3	3	3	2	2
12	Ezza Daffa Felliza	3	3	3	3	3
13	Putri Rahma Danti	4	4	4	4	4
14	Asnita	4	4	4	4	3
15	Sherly Nur Winarsih	5	5	5	4	4
16	Ahmad Fadil	4	3	3	2	2
17	Yani Amelia	3	4	3	3	3
18	Vidiatul Rauda	5	5	5	4	4
19	Indria Sesti	3	2	2	2	2
20	Afifa Hanum	5	5	5	4	4
21	Sulmi Andriani	4	4	4	4	4
22	Wirsa Andani	4	3	4	4	3
23	Sri Yani Ningsih	3	4	3	4	4
24	Merlein Kantica	3	3	3	3	3
25	Tria Kontesa	4	4	4	4	3
26	Vonny Melia Putri	4	4	5	4	3
27	Julia Tri Irpa	3	3	2	2	2
28	Diva	4	4	4	3	3
29	Jusnia Nur Rezki	4	4	4	3	3
30	Rihan	4	4	3	3	3
31	Windy Widya Ningrum	4	4	4	4	4
32	May Rike Susanti	4	4	4	4	3
33	Mailin Maulina	4	3	4	4	4
34	Rahmah Ikhwatul Risda	4	5	4	4	4
35	Dewi Janrika	5	4	5	4	4
36	Nur Atiera	3	3	3	3	2
37	Dwi Adelia Putri	3	3	3	2	2
38	Aldhie Fharas	4	3	3	4	3
39	Deris Sambapordi	4	4	3	3	3
40	Ernilen	4	4	3	3	3
41	Afrizal Dino Pasaribu	5	4	5	4	3
42	Anjelisa Pebrianti	4	5	5	4	4
43	Dodi Rahmadi	3	3	3	3	3
44	Ronaldi	3	3	3	3	3
45	Irfan Simamora	4	4	4	4	4
46	Beno Akri	3	3	4	3	3





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

47	Asti Elpi Ningsih	4	3	3	3	3
48	Andrianto	4	4	3	3	3
49	Audi Rahmadina	3	3	4	3	3
50	Fandri Noptriawan	5	5	5	4	4
51	Irni Puspita Sari	4	4	3	3	3
52	Renanda Hartono	4	4	5	4	3
53	Mayka Fingka Yantika	3	3	2	2	2
Total		203	197	195	178	168
Total Average		0	0	0	0	0



UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Rater 2					O		F	
O	F	V	G	M	Total	Avg	Total	Avg
4	4	4	4	3	7	3,5	7	3,5
5	5	4	4	4	10	5	9	4,5
4	4	4	3	4	8	4	8	4
3	3	3	2	2	6	3	6	3
5	5	5	4	3	10	5	9	4,5
5	5	5	4	4	10	5	10	5
3	3	3	2	2	6	3	6	3
3	3	3	2	2	6	3	6	3
4	4	4	4	4	8	4	8	4
4	4	4	4	4	8	4	8	4
3	2	2	2	2	6	3	5	2,5
3	3	2	2	2	6	3	6	3
4	4	4	4	3	8	4	8	4
4	4	4	4	3	8	4	8	4
4	3	4	4	4	9	4,5	8	4
4	3	3	2	3	8	4	6	3
3	3	3	3	3	6	3	7	3,5
5	5	4	4	4	10	5	10	5
3	3	2	2	2	6	3	5	2,5
4	3	4	4	4	9	4,5	8	4
4	4	4	3	4	8	4	8	4
4	4	4	3	4	8	4	7	3,5
4	4	4	4	3	7	3,5	8	4
3	3	3	2	2	6	3	6	3
4	4	4	4	3	8	4	8	4
4	4	4	4	4	8	4	8	4
3	3	2	2	2	6	3	6	3
4	4	3	3	3	8	4	8	4
4	3	3	3	3	8	4	7	3,5
4	3	3	3	3	8	4	7	3,5
4	3	4	4	4	8	4	7	3,5
4	4	4	4	4	8	4	8	4
4	3	4	3	4	8	4	6	3
4	4	4	4	4	8	4	9	4,5
4	4	4	4	4	9	4,5	8	4
4	3	3	3	3	7	3,5	6	3
4	4	3	3	3	7	3,5	7	3,5
4	4	4	4	4	8	4	7	3,5
3	3	3	3	3	7	3,5	7	3,5
3	3	3	3	3	7	3,5	7	3,5
4	4	4	4	4	9	4,5	8	4
4	4	4	5	4	8	4	9	4,5
4	3	4	4	4	7	3,5	6	3
4	4	4	4	4	7	3,5	7	3,5
4	4	4	5	4	8	4	8	4
4	4	4	4	4	7	3,5	7	3,5

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

3	3	3	3	3	7	3,5	6	3
4	3	3	3	3	8	4	7	3,5
4	4	4	3	4	7	3,5	7	3,5
5	5	5	4	4	10	5	10	5
4	4	3	3	3	8	4	8	4
4	4	4	4	4	8	4	8	4
3	3	2	2	2	6	3	6	3
204	193	189	178	176	407	203,5	390	195
0	0	0	0	0	0	3,83962	0	3,67925

Hak Cipta Dilindungi UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

V		G		M		Raw	Real	Ability
Total	Avg	Total	Avg	Total	Avg	Scores	Scores	Level
8	4	8	4	6	3	18,00	60,00	Mediocre
8	4	8	4	8	4	21,50	71,67	Good
8	4	7	3,5	8	4	19,50	65,00	Good
6	3	5	2,5	4	2	13,50	45,00	Mediocre
10	5	8	4	7	3,5	22,00	73,33	Good
10	5	8	4	8	4	23,00	76,67	Good
5	2,5	4	2	4	2	12,50	41,67	Mediocre
6	3	4	2	4	2	13,00	43,33	Mediocre
8	4	8	4	8	4	20,00	66,67	Good
7	3,5	7	3,5	8	4	19,00	63,33	Good
5	2,5	4	2	4	2	12,00	40,00	Poor
5	2,5	5	2,5	5	2,5	13,50	45,00	Mediocre
8	4	8	4	7	3,5	19,50	65,00	Good
8	4	8	4	6	3	19,00	63,33	Good
9	4,5	8	4	8	4	21,00	70,00	Good
6	3	4	2	5	2,5	14,50	48,33	Mediocre
6	3	6	3	6	3	15,50	51,67	Mediocre
9	4,5	8	4	8	4	22,50	75,00	Good
4	2	4	2	4	2	11,50	38,33	Poor
9	4,5	8	4	8	4	21,00	70,00	Good
8	4	7	3,5	8	4	19,50	65,00	Good
8	4	7	3,5	7	3,5	18,50	61,67	Good
7	3,5	8	4	7	3,5	18,50	61,67	Good
6	3	5	2,5	5	2,5	14,00	46,67	Mediocre
8	4	8	4	6	3	19,00	63,33	Good
9	4,5	8	4	7	3,5	20,00	66,67	Good
4	2	4	2	4	2	12,00	40,00	Poor
7	3,5	6	3	6	3	17,50	58,33	Mediocre
7	3,5	6	3	6	3	17,00	56,67	Mediocre
6	3	6	3	6	3	16,50	55,00	Mediocre
8	4	8	4	8	4	19,50	65,00	Good
8	4	8	4	7	3,5	19,50	65,00	Good
8	4	7	3,5	8	4	18,50	61,67	Good
8	4	8	4	8	4	20,50	68,33	Good
9	4,5	8	4	8	4	21,00	70,00	Good
6	3	6	3	5	2,5	15,00	50,00	Mediocre
5	2,5	5	2,5	5	2,5	15,00	50,00	Mediocre
7	3,5	8	4	7	3,5	18,50	61,67	Good
6	3	6	3	6	3	16,00	53,33	Mediocre
6	3	6	3	6	3	16,00	53,33	Mediocre
9	4,5	8	4	7	3,5	20,50	68,33	Good
9	4,5	9	4,5	8	4	21,50	71,67	Good
7	3,5	7	3,5	7	3,5	17,00	56,67	Mediocre
7	3,5	7	3,5	7	3,5	17,50	58,33	Mediocre
8	4	9	4,5	8	4	20,50	68,33	Good
8	4	7	3,5	7	3,5	18,00	60,00	Mediocre

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

3	6	3	6	3	15,50	51,67	Mediocre
3	6	3	6	3	16,50	55,00	Mediocre
4	6	3	7	3,5	17,50	58,33	Mediocre
5	8	4	8	4	23,00	76,67	Good
3	6	3	6	3	17,00	56,67	Mediocre
4,5	8	4	7	3,5	20,00	66,67	Good
2	4	2	4	2	12,00	40,00	Poor
384	192	356	178	344	172	940,50	3135,00
3,62264	0	3,35849	0	3,24528	17,75	59,15	Mediocre

UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

## Appendix 14. Validity and Reliability Test Results

### A. Self-Confidence

		Correlations																								
		Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22	Aitem 23	Aitem 24	TOTAL
Aitem 1	Pearson Correlation	1	0,196	0,123	,456	,509	0,257	0,097	,475	0,341	0,375	0,107	0,179	0,083	0,389	0,021	0,000	0,174	-0,255	-0,192	-0,019	0,098	0,413	0,255	0,19	,455
	Sig. (2-tailed)		0,408	0,605	0,043	0,022	0,273	0,685	0,034	0,142	0,104	0,654	0,450	0,728	0,090	0,928	1,000	0,463	0,278	0,418	0,936	0,680	0,071	0,277	0,419	0,044
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 2	Pearson Correlation	0,196	1	0,322	0,317	0,184	,627	0,249	0,301	,637	0,334	0,405	0,057	,713	0,318	0,105	0,364	0,200	0,421	0,084	0,419	0,332	0,373	0,343	-0,016	,711
	Sig. (2-tailed)	0,408		0,166	0,173	0,438	0,003	0,290	0,197	0,002	0,150	0,076	0,811	0,000	0,171	0,658	0,115	0,397	0,065	0,726	0,066	0,152	0,105	0,139	0,943	0,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 3	Pearson Correlation	0,123	0,322	1	0,235	0,073	0,331	0,352	,447	0,333	0,156	0,227	0,148	0,147	0,083	0,103	0,337	,460	0,118	0,020	0,164	0,078	0,238	-0,183	0,338	,500
	Sig. (2-tailed)	0,605	0,166		0,319	0,761	0,154	0,127	0,048	0,152	0,510	0,336	0,533	0,531	0,729	0,667	0,146	0,041	0,620	0,934	0,490	0,742	0,313	0,440	0,147	0,025
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 4	Pearson Correlation	,456	0,317	0,235	1	,608	0,361	,447	,794	0,035	,714	0,203	0,228	0,053	0,148	,552	0,363	-0,096	0,262	-0,012	0,239	0,421	0,377	0,317	-0,144	,668
	Sig. (2-tailed)	0,043	0,173	0,319		0,004	0,117	0,048	0,000	0,883	0,000	0,390	0,335	0,826	0,533	0,012	0,116	0,686	0,265	0,961	0,311	0,064	0,101	0,173	0,544	0,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 5	Pearson Correlation	,509	0,184	0,073	,608	1	0,334	0,261	,459	-0,188	,624	0,397	0,198	-0,130	,570	0,427	0,133	-0,168	0,250	-0,075	0,172	-0,103	0,334	,526	-0,329	,482
	Sig. (2-tailed)	0,022	0,438	0,761	0,004		0,150	0,267	0,042	0,427	0,003	0,083	0,402	0,584	0,009	0,060	0,576	0,479	0,287	0,755	0,469	0,665	0,151	0,017	0,156	0,031
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 6	Pearson Correlation	0,257	,627	0,331	0,361	0,334	1	0,413	0,334	0,361	0,350	,462	0,130	0,336	0,436	0,120	0,356	0,058	0,312	-0,237	0,342	0,322	,466	0,128	-0,154	,617
	Sig. (2-tailed)	0,273	0,003	0,154	0,117	0,150		0,070	0,150	0,117	0,130	0,040	0,584	0,148	0,055	0,613	0,124	0,809	0,181	0,314	0,140	0,167	0,038	0,592	0,51	0,004
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 7	Pearson Correlation	0,097	0,249	0,352	,447	0,261	0,413	1	0,255	0,053	0,306	0,255	-0,152	0,158	0,370	,674	,725	0,418	,673	0,130	,496	,457	0,442	0,136	0,01	,662



Item		Correlations																								TOTAL
		Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22	Aitem 23	Aitem 24	
Aitem 1	Sig. (2-tailed)	0,685	0,290	0,127	0,048	0,267	0,070		0,279	0,826	0,190	0,271	0,523	0,506	0,108	0,001	0,000	0,067	0,001	0,586	0,026	0,043	0,051	0,568	0,943	0,001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	,475	0,301	,447	,794	,459	0,334	0,255	1	0,132	,606	0,195	0,340	0,022	0,000	0,198	0,241	-0,032	-0,019	0,035	-0,099	0,140	0,331	0,156	0,081	,580
Aitem 8	Sig. (2-tailed)	0,034	0,197	0,048	0,000	0,042	0,150	0,279		0,578	0,005	0,411	0,143	0,925	1,000	0,403	0,306	0,894	0,935	0,883	0,677	0,556	0,154	0,511	0,735	0,007
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,341	,637	0,333	0,035	-0,188	0,361	0,053	0,132	1	0,204	0,265	-0,215	,579	0,049	-0,129	0,282	0,439	0,054	-0,012	0,208	0,148	0,404	-0,004	0,365	,478
Aitem 9	Sig. (2-tailed)	0,142	0,002	0,152	0,883	0,427	0,117	0,826	0,578		0,388	0,259	0,363	0,007	0,836	0,587	0,228	0,053	0,821	0,961	0,378	0,533	0,077	0,987	0,114	0,033
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,375	0,334	0,156	,714	,624	0,350	0,306	,606	0,204	1	,510	-0,092	0,076	0,287	0,386	0,117	-0,223	0,223	-0,268	0,053	0,068	,444	0,280	-0,284	,516
Aitem 10	Sig. (2-tailed)	0,104	0,150	0,510	0,000	0,003	0,130	0,190	0,005	0,388		0,021	0,700	0,749	0,220	0,093	0,623	0,345	0,344	0,253	0,823	0,776	0,050	0,233	0,226	0,020
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,107	0,405	0,227	0,203	0,397	,462	0,259	0,195	0,265	,510	1	-0,160	0,111	0,416	0,201	0,297	-0,060	,499	-0,182	,465	0,140	0,299	0,167	-0,173	,492
Aitem 11	Sig. (2-tailed)	0,654	0,076	0,336	0,390	0,083	0,040	0,271	0,411	0,259	0,021		0,501	0,642	0,068	0,395	0,203	0,801	0,025	0,442	0,039	0,557	0,200	0,482	0,466	0,027
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,179	0,057	0,148	0,228	0,198	0,130	-0,152	0,340	-0,215	-0,092	-0,160	1	0,053	0,043	0,088	-0,035	-0,162	-0,099	-0,263	-0,291	0,202	-0,307	-0,057	-0,055	0,125
Aitem 12	Sig. (2-tailed)	0,450	0,811	0,533	0,335	0,402	0,584	0,523	0,143	0,363	0,700	0,501		0,824	0,858	0,711	0,884	0,495	0,679	0,262	0,213	0,392	0,188	0,811	0,818	0,599
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,083	,713	0,147	0,053	-0,130	0,336	0,158	0,022	,579	0,076	0,111	0,053	1	0,118	-0,041	0,290	0,375	0,212	-0,082	0,257	0,421	-0,098	0,283	0,365	,486
Aitem 13	Sig. (2-tailed)	0,728	0,000	0,537	0,826	0,584	0,148	0,506	0,925	0,007	0,749	0,642	0,824		0,619	0,864	0,215	0,103	0,370	0,730	0,274	0,064	0,680	0,227	0,114	0,030
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,389	0,318	0,083	0,148	,570	0,436	0,370	0,000	0,049	0,287	0,416	0,043	0,118	1	,460	0,272	0,181	0,421	-0,199	0,310	-0,066	,461	,446	-0,334	,472
Aitem 14	Sig. (2-tailed)	0,090	0,171	0,729	0,533	0,009	0,055	0,108	1,000	0,836	0,220	0,068	0,858	0,619		0,041	0,246	0,446	0,065	0,400	0,183	0,783	0,041	0,049	0,150	0,035
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pearson Correlation	0,389	0,318	0,083	0,148	,570	0,436	0,370	0,000	0,049	0,287	0,416	0,043	0,118	1	,460	0,272	0,181	0,421	-0,199	0,310	-0,066	,461	,446	-0,334	,472

## Correlations

	Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22	Aitem 23	Aitem 24	TOTAL
Pearson Correlation	0,021	0,105	0,103	,552	0,427	0,120	,674	0,198	-0,129	0,386	0,201	0,088	-0,041	,460	1	,657	0,158	,716	0,101	,456	0,309	0,280	0,281	-0,349	,537
Aitem 15 Sig. (2-tailed)	0,928	0,658	0,667	0,012	0,060	0,613	0,001	0,403	0,587	0,093	0,395	0,711	0,864	0,041		0,002	0,506	0,000	0,673	0,043	0,185	0,232	0,230	0,131	0,015
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,000	0,364	0,337	0,363	0,133	0,356	,725	0,241	0,282	0,117	0,297	-0,035	0,290	0,272	,657	1	,590	,687	0,325	,591	0,323	0,301	0,260	0,234	,735
Aitem 16 Sig. (2-tailed)	1,000	0,115	0,146	0,116	0,576	0,124	0,000	0,306	0,228	0,623	0,203	0,884	0,215	0,246	0,002		0,006	0,001	0,162	0,006	0,165	0,197	0,268	0,321	0,000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,174	0,200	,460	-0,096	-0,168	0,058	0,418	-0,032	0,439	-0,223	-0,060	-0,162	0,375	0,181	0,158	,590	1	0,226	0,434	0,381	0,057	0,207	0,223	,599	,468
Aitem 17 Sig. (2-tailed)	0,463	0,397	0,041	0,686	0,479	0,809	0,067	0,894	0,053	0,345	0,801	0,495	0,103	0,446	0,506	0,006		0,339	0,056	0,097	0,811	0,382	0,344	0,003	0,037
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,255	0,421	0,118	0,262	0,250	0,312	,673	-0,019	0,054	0,223	,499	-0,099	0,212	0,421	,716	,687	0,226	1	0,254	,704	0,344	0,318	0,287	-0,281	,578
Aitem 18 Sig. (2-tailed)	0,278	0,065	0,620	0,265	0,287	0,181	0,001	0,935	0,821	0,344	0,025	0,679	0,370	0,065	0,000	0,001	0,339		0,280	0,001	0,138	0,172	0,220	0,219	0,008
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,192	0,084	0,020	-0,012	-0,075	-0,237	0,130	0,035	-0,012	-0,268	-0,182	-0,263	-0,082	-0,199	0,101	0,325	0,434	0,254	1	0,321	-0,115	0,213	0,413	0,063	0,134
Aitem 19 Sig. (2-tailed)	0,418	0,726	0,934	0,961	0,755	0,314	0,586	0,883	0,961	0,253	0,442	0,262	0,730	0,400	0,673	0,162	0,056	0,280		0,168	0,628	0,368	0,070	0,793	0,574
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,019	0,419	0,164	0,239	0,172	0,342	,496	-0,099	0,208	0,053	,465	-0,291	0,257	0,310	,456	,591	0,381	,704	0,321	1	,458	0,206	0,261	-0,041	,550
Aitem 20 Sig. (2-tailed)	0,936	0,066	0,490	0,311	0,469	0,140	0,026	0,677	0,378	0,823	0,039	0,213	0,274	0,183	0,043	0,006	0,097	0,001	0,168		0,042	0,384	0,267	0,862	0,012
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,098	0,332	0,078	0,421	-0,103	0,322	,457	0,140	0,148	0,068	0,140	0,202	0,421	-0,066	0,309	0,323	0,057	0,344	-0,115	,458	1	-0,029	-0,020	0,021	0,434
Aitem 21 Sig. (2-tailed)	0,680	0,152	0,742	0,064	0,665	0,167	0,043	0,556	0,533	0,776	0,557	0,392	0,064	0,783	0,185	0,165	0,811	0,138	0,628	0,042		0,903	0,933	0,924	0,056
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,413	0,373	0,238	0,377	0,334	,466	0,442	0,331	0,404	,444	0,295	-0,307	-0,098	,461	0,280	0,301	0,207	0,318	0,213	0,206	-0,029	1	0,303	-0,248	,522
Aitem 22 Sig. (2-tailed)	0,071	0,105	0,313	0,101	0,151	0,038	0,051	0,154	0,077	0,050	0,200	0,188	0,680	0,041	0,232	0,197	0,382	0,172	0,368	0,384	0,903		0,194	0,291	0,018

UIN SUSKA RIAU

# Correlations

	Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22	Aitem 23	Aitem 24	TOTAL
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,255	0,343	-0,183	0,317	,526	0,128	0,136	0,156	-0,004	0,280	0,167	-0,057	0,283	,446	0,281	0,260	0,223	0,287	0,413	0,261	-0,020	0,303		-0,144	,457
Aitem 23 Sig. (2-tailed)	0,277	0,139	0,440	0,173	0,017	0,592	0,568	0,511	0,987	0,233	0,482	0,811	0,227	0,049	0,230	0,268	0,344	0,220	0,070	0,267	0,933	0,194		0,544	0,043
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	0,191	-0,016	0,336	-0,144	-0,329	-0,154	0,017	0,081	0,365	-0,284	-0,173	-0,055	0,365	-0,334	-0,349	0,234	,599	-0,287	0,063	-0,041	0,023	-0,248	-0,144		0,120
Aitem 24 Sig. (2-tailed)	0,419	0,945	0,147	0,544	0,156	0,517	0,943	0,735	0,114	0,226	0,466	0,818	0,114	0,150	0,131	0,321	0,005	0,219	0,793	0,862	0,924	0,291	0,544		0,614
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Pearson Correlation	,455	,711	,500	,668	,482	,617	,662	,580	,478	,516	,492	0,125	,486	,472	,537	,735	,468	,578	0,134	,550	0,434	,522	,457	0,120	1
TOTAL Sig. (2-tailed)	0,044	0,000	0,025	0,001	0,031	0,004	0,001	0,007	0,033	0,020	0,027	0,599	0,030	0,035	0,015	0,000	0,037	0,008	0,574	0,012	0,056	0,018	0,043	0,614	
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).



## Reliability

## Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded <sup>a</sup>	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
,841	24

[illegible]

		Correlations																						Total	
		Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22		
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	Total	20
Aitem 9	Pearson Correlation	0,350	0,385	0,249	0,293	0,232	,504	0,113	,458	1	,549	0,271	,534	0,193	0,185	0,405	0,258	0,091	-0,082	0,227	0,270	0,098	0,254	,581**	
	Sig. (2-tailed)	0,130	0,093	0,289	0,210	0,325	0,024	0,635	0,042		0,012	0,247	0,015	0,415	0,434	0,076	0,273	0,704	0,732	0,336	0,249	0,682	0,280	0,007	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 10	Pearson Correlation	0,353	,630	,517	0,321	0,189	0,209	0,429	,610	,549	1	0,297	0,269	0,267	,556	-0,050	0,114	0,353	0,170	,590**	0,145	0,076	0,344	,633**	
	Sig. (2-tailed)	0,127	0,003	0,019	0,167	0,424	0,377	0,059	0,004	0,012		0,204	0,251	0,256	0,011	0,834	0,632	0,127	0,473	0,006	0,542	0,749	0,137	0,003	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 11	Pearson Correlation	0,176	0,276	,510	,559	0,274	0,254	0,081	0,377	0,271	0,297	1	,567	0,057	0,393	0,442	,462	0,139	0,396	0,415	0,193	0,070	0,222	,653**	
	Sig. (2-tailed)	0,457	0,239	0,022	0,010	0,243	0,279	0,734	0,102	0,247	0,204		0,009	0,812	0,087	0,051	0,040	0,559	0,084	0,069	0,414	0,770	0,347	0,002	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 12	Pearson Correlation	0,331	0,169	0,193	,492	0,257	0,247	0,059	0,408	,534	0,269	,567	1	,501	0,120	,520	0,275	-0,030	0,147	0,193	,508	0,265	0,197	,645**	
	Sig. (2-tailed)	0,154	0,477	0,415	0,028	0,273	0,295	0,804	0,074	0,015	0,251	0,009		0,024	0,615	0,019	0,241	0,900	0,535	0,415	0,022	0,259	0,406	0,002	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 13	Pearson Correlation	0,185	,518	,455	0,174	0,432	-0,123	0,313	0,277	0,193	0,267	0,057	,501	1	,477	-0,114	-0,081	0,247	0,237	0,252	0,322	0,426	,470	,509*	
	Sig. (2-tailed)	0,435	0,019	0,044	0,462	0,057	0,604	0,179	0,238	0,415	0,256	0,812	0,024		0,034	0,632	0,734	0,294	0,313	0,284	0,167	0,061	0,037	0,022	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 14	Pearson Correlation	0,082	,789	,863	0,311	,667	0,066	0,413	0,374	0,185	,556	0,393	0,120	,477	1	-0,176	0,167	0,412	0,219	,496	-0,098	0,031	,538	,598*	
	Sig. (2-tailed)	0,730	0,000	0,000	0,182	0,001	0,782	0,070	0,104	0,434	0,011	0,087	0,615	0,034		0,457	0,482	0,071	0,353	0,026	0,680	0,897	0,014	0,005	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 15	Pearson Correlation	0,174	-0,019	-0,039	0,382	0,158	0,281	0,114	0,046	0,405	-0,050	0,442	,520	-0,114	-0,176	1	0,293	0,000	0,132	-0,138	0,259	0,055	-0,063	0,344	
	Sig. (2-tailed)	0,464	0,938	0,871	0,097	0,507	0,230	0,632	0,848	0,076	0,834	0,051	0,019	0,632	0,457		0,210	1,000	0,580	0,562	0,271	0,819	0,792	0,137	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Aitem 16	Pearson Correlation	0,343	0,205	0,189	,498	0,328	0,392	0,126	0,265	0,258	0,114	,462	0,275	-0,081	0,167	0,293	1	0,026	0,037	0,229	0,236	-0,182	0,287	,469*	
	Sig. (2-tailed)	0,138	0,386	0,425	0,026	0,157	0,087	0,595	0,259	0,273	0,632	0,040	0,241	0,734	0,482	0,210		0,912	0,877	0,331	0,316	0,441	0,219	0,037	
N		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	



Item	Statistic	Correlations																						Total
		Aitem 1	Aitem 2	Aitem 3	Aitem 4	Aitem 5	Aitem 6	Aitem 7	Aitem 8	Aitem 9	Aitem 10	Aitem 11	Aitem 12	Aitem 13	Aitem 14	Aitem 15	Aitem 16	Aitem 17	Aitem 18	Aitem 19	Aitem 20	Aitem 21	Aitem 22	
Aitem 17	Pearson Correlation	,437	,455	,409	,265	,055	-,402	,774	,483	,091	,353	,139	-,030	,247	,412	,000	,026	,1	,690	,659	,336	,221	,766	,557
	Sig. (2-tailed)	,054	,044	,073	,258	,819	,079	,000	,031	,704	,127	,559	,900	,294	,071	,1,000	,912		,001	,002	,148	,349	,000	,011
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 18	Pearson Correlation	,591	,048	,154	,186	-,019	-,225	,541	,403	-,082	,170	,396	,147	,237	,219	,132	,037	,690	,1	,645	,220	,325	,536	,520
	Sig. (2-tailed)	,006	,841	,516	,433	,936	,340	,014	,078	,732	,473	,084	,535	,313	,353	,580	,877	,001		,002	,351	,162	,015	,019
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 19	Pearson Correlation	,515	,325	,434	,226	-,037	-,198	,428	,752	,227	,590	,415	,193	,252	,496	-,138	,229	,659	,645	,1	,250	,218	,703	,657
	Sig. (2-tailed)	,020	,162	,056	,339	,876	,402	,060	,000	,336	,006	,069	,415	,284	,026	,562	,331	,002	,002		,288	,356	,001	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 20	Pearson Correlation	,336	,068	,047	,198	-,163	-,150	,236	,498	,270	,145	,193	,508	,322	-,098	,259	,236	,336	,220	,250	,1	,461	,456	,490
	Sig. (2-tailed)	,148	,776	,844	,404	,492	,528	,316	,025	,249	,542	,414	,022	,167	,680	,271	,316	,148	,351	,288		,041	,043	,028
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 21	Pearson Correlation	,265	,086	-,020	-,208	-,163	-,278	,037	,432	,098	,076	,070	,265	,426	,031	,055	-,182	,221	,325	,218	,461	,1	,289	,302
	Sig. (2-tailed)	,258	,719	,934	,378	,491	,235	,876	,057	,682	,749	,770	,259	,061	,897	,819	,441	,349	,162	,356	,041		,217	,0195
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Aitem 22	Pearson Correlation	,582	,495	,548	,346	,298	-,219	,647	,728	,254	,344	,222	,197	,470	,538	-,063	,287	,766	,536	,703	,456	,289	,1	,732
	Sig. (2-tailed)	,007	,026	,012	,135	,202	,354	,002	,000	,280	,137	,347	,406	,037	,014	,792	,219	,000	,015	,001	,043	,217		,000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total	Pearson Correlation	,632	,635	,629	,624	,468	,198	,579	,723	,581	,633	,653	,645	,509	,598	,344	,469	,557	,520	,657	,490	,302	,732	,1
	Sig. (2-tailed)	,003	,003	,003	,003	,037	,403	,008	,000	,007	,003	,002	,002	,022	,005	,137	,037	,011	,019	,002	,028	,195	,000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Reliability

## Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded <sup>a</sup>	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
,879	22

## Lampiran 1. Data Hasil Penelitian

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**Lampiran 2. Descriptive Statistic of Variable****A. Writing\_Ability****Descriptives**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Writing_Ability	53	39,00	38,00	77,00	3136,00	59,1698	10,38256
Valid N (listwise)	53						

**B. Self\_Confidence****Descriptives**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Self_Confidence	53	43,00	55,00	98,00	3987,00	75,2264	12,38430
Valid N (listwise)	53						

**C. Motivation****Descriptives**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Motivation	53	40,00	53,00	93,00	3811,00	71,9057	12,10255
Valid N (listwise)	53						

## Lampiran 3. Frequency of Distribution Score

## A. Writing\_Ability

## Frequency Table

		Writing_Ability			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	38,00	1	1,9	1,9	1,9
	40,00	3	5,7	5,7	7,5
	42,00	1	1,9	1,9	9,4
	43,00	1	1,9	1,9	11,3
	45,00	2	3,8	3,8	15,1
	47,00	1	1,9	1,9	17,0
	48,00	1	1,9	1,9	18,9
	50,00	2	3,8	3,8	22,6
	52,00	2	3,8	3,8	26,4
	53,00	2	3,8	3,8	30,2
	55,00	2	3,8	3,8	34,0
	57,00	3	5,7	5,7	39,6
	58,00	3	5,7	5,7	45,3
	60,00	2	3,8	3,8	49,1
	62,00	4	7,5	7,5	56,6
	63,00	3	5,7	5,7	62,3
	65,00	5	9,4	9,4	71,7
	67,00	3	5,7	5,7	77,4
	68,00	3	5,7	5,7	83,0
	70,00	3	5,7	5,7	88,7
	72,00	2	3,8	3,8	92,5
	73,00	1	1,9	1,9	94,3
	75,00	1	1,9	1,9	96,2
	77,00	2	3,8	3,8	100,0
Total		53	100,0	100,0	

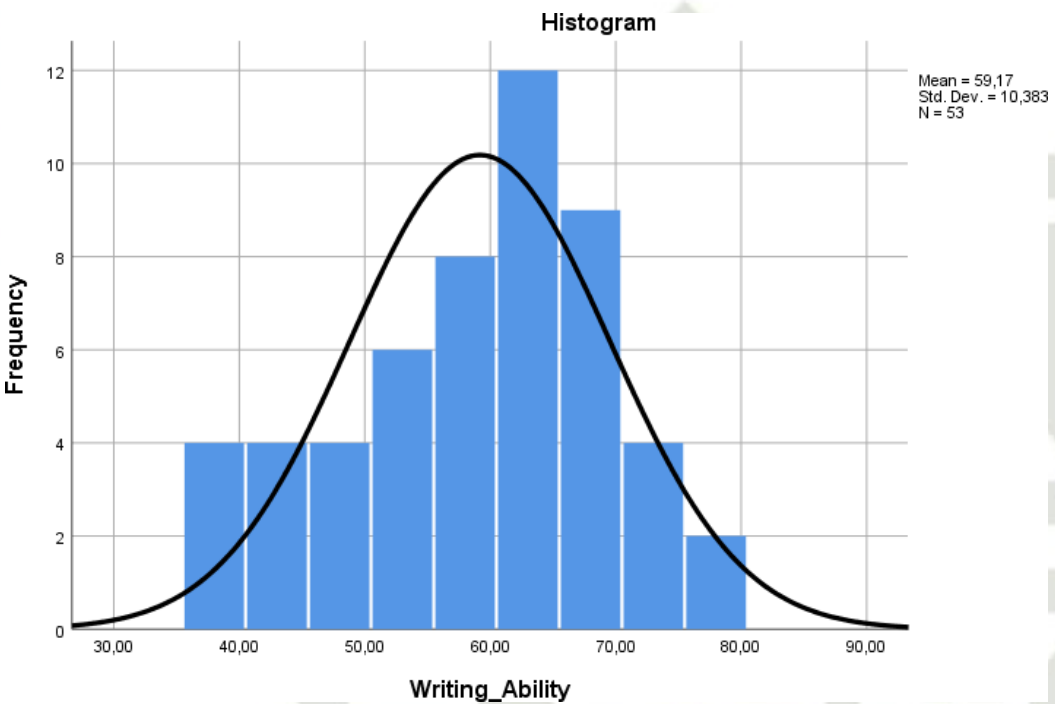
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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Histogram



### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Hak Cipta Dilindungi Undang-Undang****B. Self\_Confidence****Frequency Table**

		Self_Confidence			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	55,00	1	1,9	1,9	1,9
	57,00	1	1,9	1,9	3,8
	58,00	2	3,8	3,8	7,5
	59,00	1	1,9	1,9	9,4
	60,00	1	1,9	1,9	11,3
	61,00	3	5,7	5,7	17,0
	62,00	1	1,9	1,9	18,9
	63,00	1	1,9	1,9	20,8
	64,00	2	3,8	3,8	24,5
	66,00	3	5,7	5,7	30,2
	67,00	3	5,7	5,7	35,8
	68,00	1	1,9	1,9	37,7
	69,00	1	1,9	1,9	39,6
	70,00	1	1,9	1,9	41,5
	72,00	2	3,8	3,8	45,3
	73,00	3	5,7	5,7	50,9
	74,00	1	1,9	1,9	52,8
	75,00	1	1,9	1,9	54,7
	76,00	1	1,9	1,9	56,6
	77,00	1	1,9	1,9	58,5
	78,00	1	1,9	1,9	60,4
	79,00	2	3,8	3,8	64,2
	80,00	1	1,9	1,9	66,0
	81,00	1	1,9	1,9	67,9
	82,00	2	3,8	3,8	71,7
	86,00	2	3,8	3,8	75,5
	88,00	2	3,8	3,8	79,2
	89,00	1	1,9	1,9	81,1

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

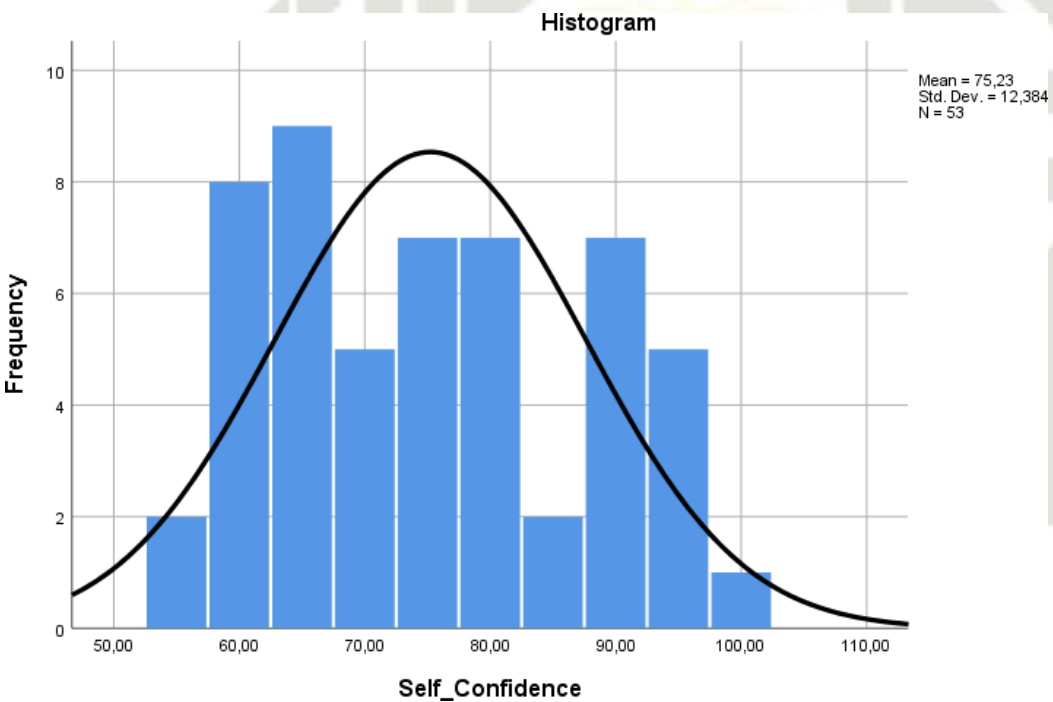
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

90,00	2	3,8	3,8	84,9
91,00	1	1,9	1,9	86,8
92,00	1	1,9	1,9	88,7
93,00	1	1,9	1,9	90,6
94,00	2	3,8	3,8	94,3
96,00	1	1,9	1,9	96,2
97,00	1	1,9	1,9	98,1
98,00	1	1,9	1,9	100,0
Total	53	100,0	100,0	

Histogram



## C. Motivation

## Frequency Table

		Motivation			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	53,00	1	1,9	1,9	1,9
	54,00	1	1,9	1,9	3,8
	55,00	1	1,9	1,9	5,7
	56,00	1	1,9	1,9	7,5
	57,00	4	7,5	7,5	15,1
	58,00	1	1,9	1,9	17,0
	59,00	3	5,7	5,7	22,6
	60,00	2	3,8	3,8	26,4
	61,00	1	1,9	1,9	28,3
	62,00	2	3,8	3,8	32,1
	64,00	1	1,9	1,9	34,0
	65,00	1	1,9	1,9	35,8
	66,00	1	1,9	1,9	37,7
	67,00	1	1,9	1,9	39,6
	68,00	4	7,5	7,5	47,2
	69,00	1	1,9	1,9	49,1
	70,00	1	1,9	1,9	50,9
	72,00	1	1,9	1,9	52,8
	73,00	1	1,9	1,9	54,7
	74,00	1	1,9	1,9	56,6
	75,00	1	1,9	1,9	58,5
	77,00	2	3,8	3,8	62,3
	78,00	1	1,9	1,9	64,2
	79,00	2	3,8	3,8	67,9
	80,00	1	1,9	1,9	69,8
	81,00	1	1,9	1,9	71,7
	82,00	1	1,9	1,9	73,6

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

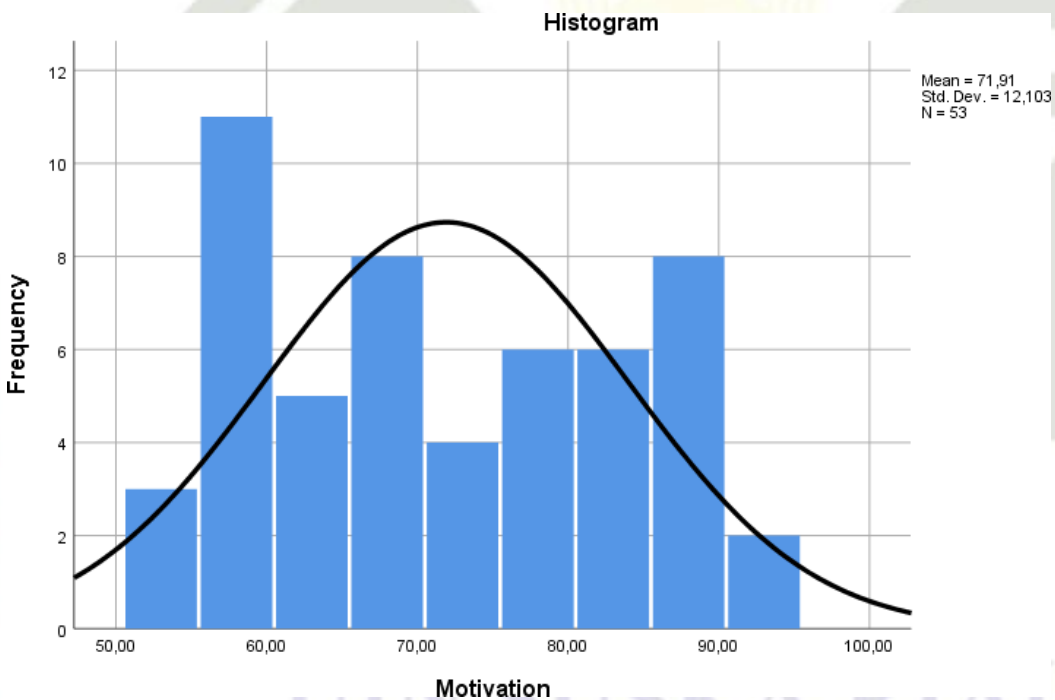
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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83,00	2	3,8	3,8	77,4
85,00	2	3,8	3,8	81,1
86,00	2	3,8	3,8	84,9
87,00	1	1,9	1,9	86,8
88,00	1	1,9	1,9	88,7
89,00	2	3,8	3,8	92,5
90,00	2	3,8	3,8	96,2
91,00	1	1,9	1,9	98,1
93,00	1	1,9	1,9	100,0
Total	53	100,0	100,0	

**Histogram**

## NPar Tests

## One-Sample Kolmogorov-Smirnov Test

		Self_Confidence	Motivation	Writing_Ability
N		53	53	53
Normal Parameters <sup>a,b</sup>	Mean	75,2264	71,9057	59,1698
	Std. Deviation	12,38430	12,10255	10,38256
Most Extreme Differences	Absolute	,105	,114	,117
	Positive	,105	,114	,065
	Negative	-,094	-,087	-,117
Test Statistic		,105	,114	,117
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,082 <sup>c</sup>	,068 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

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## Regression

### Descriptive Statistics

	Mean	Std. Deviation	N
Writing_Ability	59,1698	10,38256	53
Self_Confidence	75,2264	12,38430	53
Motivation	71,9057	12,10255	53

### Correlations

		Writing_Ability	Self_Confidence	Motivation
Pearson Correlation	Writing_Ability	1,000	,620	,652
	Self_Confidence	,620	1,000	,522
	Motivation	,652	,522	1,000
Sig. (1-tailed)	Writing_Ability	.	,000	,000
	Self_Confidence	,000	.	,000
	Motivation	,000	,000	.
N	Writing_Ability	53	53	53
	Self_Confidence	53	53	53
	Motivation	53	53	53

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Motivation, Self_Confidence <sup>b</sup>		Enter

a. Dependent Variable: Writing\_Ability

b. All requested variables entered.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,729 <sup>a</sup>	,532	,513	7,24372

a. Predictors: (Constant), Motivation, Self\_Confidence

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2981,899	2	1490,949	28,414	,000 <sup>b</sup>
	Residual	2623,573	50	52,471		
	Total	5605,472	52			

a. Dependent Variable: Writing\_Ability

b. Predictors: (Constant), Motivation, Self\_Confidence

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,126	6,990		1,019	,313
	Self_Confidence	,322	,095	,384	3,383	,001
	Motivation	,387	,097	,451	3,977	,000

a. Dependent Variable: Writing\_Ability.

UIN SUSKA RIAU

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Akreditasi B  
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Certificate Number: 011/homie/VIII/2020



## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nisa Ulkhaira Erzag  
ID Number : 1011  
Test Date : July 4, 2020  
Expired Date : July 4, 2022

achieved the following scores:

Listening Comprehension : 59  
Structure and Written Expression : 54  
Reading Comprehension : 55  
Total : 560

Homie English Director



Izin No: 420/BID PAUD PNF.2/XII/2017/8700

Under the auspices of:

HOMIE ENGLISH

At: Pekanbaru

Date: July 7, 2020

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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SK No: 197/BAN PAUD DAN PNF/AKR/2019



Izin No: 420/BID.PAUD.PNF.2/XII/2017/6309



## اختبار الكفاءة اللغوية لغير ناطقين بها

### شهادة الانجاز

هذا لشهادة ان

اسم : Nisa Ulkhaira Erzag  
رقم الهوية : 1011  
تاريخ : July 4, 2020  
صلاح حتى : July 4, 2022

حصل النتيجة التالية في اختبار لمعرفة الكفاءة اللغوية

الاستماع	53
القواعد	56
القراءة	58
النتيجة	557



Robi Kurniawan, M. A.  
Homie English Director

No. 011/homie/VII/2020



Izin No: 420/BID.PAUD.PNF.2/XII/2017/8700

Under the auspices of:

HOMIE ENGLISH

At: Pekanbaru

Date: July 7, 2020



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KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1273/Un.04/Ps/PP.00.9/2020 Pekanbaru, 15 Desember 2020  
Lamp. : 1 berkas  
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: NISA ULKHAIRA ERZAG
NIM	: 21990120731
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2020
Judul Tesis/Disertasi	: THE INFLUENCE BETWEEN STUDENTS' SELF-CONFIDENCE AND MOTIVATION TOWARD THEIR WRITING ABILITY AT SMAN 1 BENAI

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Kec. Benai, Kabupaten Kuantan Singingi

Waktu Penelitian: 3 Bulan (04 Januari 2021 s.d 04 Maret 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam  
Direktur,

Prof. Dr. Afrizal. M. MA  
NIP. 19591015 198903 1 001

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 516/Un.04/Ps/PP.00.9/2020  
Lamp. : 1 berkas  
Perihal : Penunjukan Pembimbing Utama dan  
Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 26 Agustus 2020

Kepada Yth.

- Dr. Marzuki, M.Ed (Pembimbing Utama)
- Dr. Faurina Anastasia, M. Hum (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Nisa Ulkhaira Erzag  
NIM : 21990120731  
Program Pendidikan : Magister/Strata Dua (S2)  
Program Studi : Pendidikan Agama Islam  
Semester : III (tiga)  
Judul Tesis : The Influence of students' Affective filter on their Writing Ability  
At SMAN 1 Benai

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

- Penelitian dan penulisan tesis;
- Penulisan hasil penelitian tesis;
- Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
- Perbaikan tesis setelah Ujian Tesis; dan
- Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,  
Direktur,

Prof. Dr. Afrizal M. MA  
NIP. 19591015 198903 1 001



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**SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 BENAI**  
Alamat : Jalan Soekarno - Hatta No. 1 Benai Kode Pos : 29552  
e-Mail : [smansatubenai@gmail.com](mailto:smansatubenai@gmail.com) Website : [sman1benai.sch.id](http://sman1benai.sch.id) Telp : (0760) 561779  
NSS : 301090405007 NPSN : 10403689  
Akreditasi : A



### SURAT KETERANGAN

Nomor : 029/071-SMA.1/II/2021

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Benai Kecamatan Benai Kabupaten Kuantan Singingi dengan ini menerangkan bahwa :

Nama	: NISA ULKHAIRA ERZAG
NIM	: 21990120731
Program Studi	: PENDIDIKAN AGAMA ISLAM
Kosentrasi	: PENDIDIKAN BAHASA INGGRIS
Judul Penelitian	: "THE INFLUENCE BETWEEN STUDENTS' SELF-CONFIDENCE AND MOTIVATION TOWARD THEIR WRITING ABILITY AT SMAN 1 BENAI"

Nama tersebut diatas adalah benar telah melakukan Riset/Penelitian di SMA Negeri 1 Benai pada Tanggal 4 dan 13 Januari 2021.

Demikianlah surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Benai, 10 Februari 2021

Kepala Sekolah,



DR. YURNALIS, MM

NIP. 19640420 199112 1 001



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**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPSTSP/NON IZIN-RISET/37480  
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1273/Un.04/Ps/PP.00.9/2020** Tanggal **15 Desember 2020**, dengan ini memberikan rekomendasi kepada:

- |                      |   |
|----------------------|---|
| 1. Nama              | : NISA ULKHAIRA ERZAG   |
| 2. NIM / KTP         | : 21990120731   |
| 3. Program Studi     | : PENDIDIKAN AGAMA ISLAM  |
| 4. Konsentrasi       | : PENDIDIKAN BAHASA INGGRIS   |
| 5. Jenjang           | : S2  |
| 6. Judul Penelitian  | : THE INFLUENCE BETWEEN STUDENTS' SELF-CONFIDENCE AND MOTIVATION TOWARD THEIR WRITING ABILITY AT SMAN 1 BENAI |
| 7. Lokasi Penelitian | : SMAN 1 BENAI  |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 23 Desember 2020



Ditandatangani Secara Elektronik Melalui :  
Sistem Informasi Manajemen Pelayanan (SIMPEL)  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU**

**Tembusan :****Disampaikan Kepada Yth :**

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	6/10-20	Revisi proposal proposal on 3 chapters	Paraf	Corrected have to be male accordingly
2.	19/10-20	Revisi proposal proposal on 3 chapters	Paraf	Corrected have to be male accordingly
3.	20/10-21	Checking the proposal on 3 chapters	Paraf	Corrected have to be male accordingly
4.	25/10-21	Cross checking the whole chapters	Paraf	Corrected have to be male accordingly
5.	28/10-21	Checking thoroughly all chapters	Paraf	Corrected have to be male accordingly
6.	30/10-21	Finishing touch all chapters	Paraf	Approved to take the final exam

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 31 - 10 - 2021

Pembimbing I / Promotor \*

*[Signature]*  
Dr. Nurul Huda, M.Ed., M.A.

## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	22/10-2020	- checking the whole chapter - Adding theory for research questions number 1	<i>[Signature]</i>	
2.	26/10-2020	- Revising the research questions - Rechecking chapter III	<i>[Signature]</i>	
3.	10/10-2020	- Revising the questionnaires of the research	<i>[Signature]</i>	
4.	9/10-2021	Revising chapter IV and V	<i>[Signature]</i>	
5.	24/10-2021	Revising chapter IV and chapter V (implications and recommendations)	<i>[Signature]</i>	
6.	12/10-2021	Revising chapter IV: hypothesis number 1 - Abstract	<i>[Signature]</i>	

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 10/06/2020

Pembimbing I / Co Promotor \*

*[Signature]*



## BIOGRAPHY

Nisa Ulkhaira Erzag, was born in Lubuk Jambi on September 29, 1996, the eldest of 2 children, the daughter of the love of her father "Agustian" and mother "Eti Ruzita". The author first took his education right at the age of 5 years at TK Pertiwi Benai in 2001 and finished in 2002, and in the same year the author continued his education at the State Elementary School (SDN) 003 Benai Kecil and finished in 2008, and in the same year the same author continued education at the State Junior High School (SMPN) 1 Benai and finished in 2011, and in the same year the author continued her education at the Senior High School (SMAN) 1 Benai and finished in 2014. In 2014 the author was registered at one of the state university, namely Universitas Riau, majoring in English Education and completed in 2018. In 2019 the author continued her education at a state university, namely UIN Sultan Syarif Kasim Riau, and finished in 2021.

Thanks to the guidance and help of Allah, the efforts and the prayers of parents in carrying out academic activities at the State Islamic University (UIN) Sultan Syarif Kasim Riau. Alhamdulillah, the author was able to complete her thesis entitled "The Influence of Students' Self-Confidence and Motivation on Their Writing Ability at SMAN 1 Benai".